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ABSTRACT

During the 1974-75 school year, 23 educators and counselors participated in the third annual Career Guidance Institute, a cooperative effort of the National Alliance of Businessmen, Indiana University at South Bend, and the South Bend Community School Corporation. The institute was organized to increase the participants' awareness and knowledge of various aspects of the world of work which would consequently help students develop career awareness based on current occupational information. This final report of the institute outlines the organizational planning by the Joint Utilization of Industry, Community, and Education Committee (JUICE) and discusses orientation workshops, the institute itself, and pre- and posttest analyses of the institute's effectiveness. One of the main goals of the institute is listed as the strengthening of communication between educators and the business-industry community, which was achieved by the participants' exploring local employment opportunities, through tours, seminar sessions, and informal conversations with area businessmen. The educators' formulated plans for implementing career guidance in groups and on an individual basis in their own schools are also presented. The appendixes to the report contain a list of Career Guidance Institute goals and objectives, institute participants, a materials list, evaluation forms, and slide scripts of businesses and industries visited by the participants. (TA)

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FINAL REPORT

of

THIRD ANNUAL

CAREER GUIDANCE INSTITUTE

SPONSORED BY

NATIONAL ALLIANCE OF BUSINESSMEN
THE SOUTH BEND COMMUNITY SCHOOL CORPORATION
INDIANA UNIVERSITY AT SOUTH BEND

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South Bend, Indiana
May, 1975

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THIRD ANNUAL

CAREER GUIDANCE INSTITUTE

by

Mrs. Norma Elaine Schenck
and
Ms. Kim Powers

I. Introduction

The Third Annual Career Guidance Institute conducted in South Bend, Indiana, during the 1974-75 school year was developed through the cooperation of the National Alliance of Businessmen, Indiana University at South Bend, and the South Bend Community School Corporation. A joint utilization of industry, community, and education (JUICE) committee was organized to formulate plans for the Career Guidance Institute as follows:

Mrs. N. Elaine Schenck, Business Education Coordinator, South Bend Community School Corporation, South Bend, Indiana

Mr. Emil W. Reznik, Vice President, Human Resources Department, Associates Corporation of North America, South Bend, Indiana

Dr. Eldon Ruff, Indiana University at South Bend, South Bend, Indiana

Ms. Kim Powers, Career Resource Center, Indiana Universiry at South Bend, South Bend, Indiana

Mr. Wesley K. Johnson, Coordinator, National Alliance of Businessmen, South Bend, Indiana

Mr. John Makielski, Manager, Management Development, The Bendix Corporation, South Bend, Indiana

Mr. James B. Treacy, Vice President and Group Executive, The Bendix Corporation and Metro Chairman, National Alliance of Businessmen, South Bend, Indiana

Mr. Henry Feferman, President, Feferman Motor Sales Corporation, South Bend, Indiana

Mr. Joe Sanders, Metro Director, National Alliance of Businessmen, South Bend, Indiana

Mr. Eli Miller, General Manager, South Bend-Mishawaka Area Chamber of Commerce, South Bend, Indiana

Dr. Gerald Dudley, Indiana University at South Bend, South Bend, Indiana

Members of the JUICE Committee met on Wednesday, June 19, 1974, to review the Fiscal Year 1975, National Alliance of Businessmen Career Guidance Institute proposal. Committee members were in agreement that a proposal for a Third Annual Career Guidance Institute should be prepared and submitted to the National Alliance of Businessmen on July 1, 1974.

On June 21, 1974, the proposal was prepared in rough form and sent to JUICE Committee members for review and suggestions. The proposal was finalized and submitted to the National Alliance of Businessmen on July 1, 1974.

Subcontract No. NAB 75-18 was received by the South Bend Community School Corporation. A memorandum was sent to 21 elementary and middle school principals of the South Bend Community School Corporation in September announcing the proposed Third Annual Career Guidance Institute with applications enclosed. Also, letters and applications were sent to Penn-Harris-Madison School Corporation and the Mishawaka Schools.

Applications of 28 persons were accepted and enrolled in the Institute; 23 members completed the Institute. Tentative plans for the Institute were reviewed with the JUICE Committee at a meeting held on September 27, 1974.

On October 16, 1974, an orientation-dinner meeting was hosted by the Associates Corporation of North America in their executive dining room for the educational participants as well as for the representatives of the 27 firms that would be providing tours and seminar sessions. Dr. Eldon Ruff of Indiana University at South Bend discussed career education, Mrs. Elaine Schenck outlined the specific objectives of the Third Annual Career Guidance Institute, and Ms. Kim Powers chaired a panel of former CGI participants in relating their CGI experiences to their present assignments.

Following the general session, Dr. Ruff and Dr. Dudley met with the educational participants and Ms. Powers talked with business representatives.

On November 1 and 2, a workshop session was held at The Lodge of the Associates Corporation in Niles, Michigan. Business leaders were invited to meet with educational participants on Friday, May 1, to discuss occupational needs in their areas. On Saturday, Ms. Powers gave the participants suggestions on how to conduct interviews. Materials that had been ordered for the Institute were distributed and discussed by Dr. Dudley, Dr. Ruff, Ms. Powers, and Mrs. Schenck.

Following lunch participants were given an opportunity to select ten of the following scheduled tours:

November 12, 1974	Indiana Bell Telephone Co., Inc.
November 13, 1974	Feferman Motor Sales
November 15, 1974	Parrish Machine Co., Inc.
November 18, 1974	Penz Tool & Mfg. Co., Inc.
November 19, 1974	University of Notre Dame
November 26, 1974	Garvey Pattern & Mfg. Co., Inc.
December 2, 1974	Career Resource Center
December 17, 1974	Martin Machine Co., Inc.
January 7, 1975	The Bendix Corporation
January 13, 1975	Ramada Inn
January 15, 1975	Valley Bank & Trust Company
January 16, 1975	Associates Corporation of North America
January 22, 1975	Carleton Financial Computations
January 28, 1975	South Bend Lathe
February 4, 1975	Indiana State Employment Service
February 5, 1975	Sibley Machine & Foundry Corporation
February 11, 1975	White Farm Equipment Company
February 13, 1975	Robertson's Department Store
February 17, 1975	Indiana State Employment Service
February 19, 1975	L. S. Ayres & Company
February 25, 1975	American National Bank & Trust Company
February 26, 1975	AM General Corporation
March 4, 1975	Roach Appleton Company
March 11, 1975	The Torrington Company
March 12, 1975	First Bank & Trust Company
March 18, 1975	South Bend Tribune
March 25, 1975	Indiana & Michigan Electric Company
March 26, 1975	Avanti Motor Corporation
April 9, 1975	St. Joseph's Hospital

A report session was held for educational participants on Wednesday, December 4, at the South Bend Community School Corporation Education Center. All participants had experienced at least one tour and seminar session at the time of this work session and were able to make recommendations concerning future tours. Also, slides that had been taken thus far were evaluated by the group.

New materials were discussed and distributed to the members. Educational participants were given the opportunity of selecting project assignments in the following areas: heavy industry, precision manufacturing, financial and clerical, production and assembly, retail, utility, health services, hospitality and inkeeping, communication and media, and automotive. Dr. Dudley explained that the project assignment would include a slide presentation along with a tape or written script.

On November 27, a memo was sent to all former CGI educational participants inviting them to attend tours that were not filled. Enclosed with the memo was a Career Guidance Institute form asking them, as CGI graduates, to complete the form and return it to Dr. Dudley (the results of this assessment will be reported in a later section of this report).

On February 12, a second work session was held in the South Bend Community School Corporation Education Center. At this meeting representatives of the transportation industry gave a slide presentation and answered questions relating to career opportunities in transporation. Ms. Powers discussed employer evaluations that had been received thus far, and Dr. Dudley gave a general overview of the local employment community.

The final evaluation session was held on Wednesday, April 16, 1975. Members of the JUICE Committee, representatives of participating businesses, and educational participants were invited to attend.

The finalized projects were presented by educational participants. The scripts of these appear in the Appendix of this report. The business and industry participants were given an opportunity to react to the presentations, and educational participants submitted implementation plans as well as an evaluation of the CGI as a whole.

The business representatives were very complimentary regarding the presentations indicating that they were much improved over previous CGI projects.

Comments included the following:

--place more emphasis upon on-the-job training
--portray more black people in the slides
--invite "us" to talk to your students following or preceding project presentations
--emphasize the importance of attendance and attitude
--emphasize the importance of the employment application
--emphasize the job interview; come alone for the interview
--discuss stability of employment in some occupations
--our employees really prepared for your visit

It is planned that duplicate slides and tapes and/or scripts will be made of some of the better projects so that they may be used by many educators in the three participating school corporations.

A pretest/post test was developed by graduate students under the direction of Dr. Gerald Dudley of Indiana University at South Bend. An analysis of this test can be found in a later section of this report.

The project director of the Third Annual Career Guidance Institute is indebted to the members of the JUICE Committee who gave so generously of their time and facilities. Also, to the

representatives of the local businesses who were most cooperative in conducting the tours, organizing seminar sessions following the tours, preparation of handouts, and in several instances hosting lunches or dinners.

Again as in previous Institutes Dr. Eldon Ruff, of Indiana University at South Bend, Dr. Gerald Dudley, Director of the Career Resource Center, and Ms. Kim Powers, of the Career Resource Center devoted much time to the organization of the Institute. Also, the preparation and analysis of the pretest/post test by Dr. Dudley's graduate students contributed a great deal to the professionalism of the Institute.

Successful Career Guidance Institutes represent a great deal of time and effort on the part of many people. Although it is difficult to measure the success of a project of this nature, communication has continued between businessmen and educators, and implementation plans have been made by the participants for improving Career Guidance in their educational settings.

II. SLIDE PROGRAMS

The twenty-six visitation sites (excluding the Indiana State Employment Service and the Indiana Career Resource Center) were divided into ten cluster areas: automotive, communication and media, financial and clerical, health services, heavy industry, hospitality and innkeeping, precision manufacturing, production and assembly, retail and utility, Each participant was asked to select one of these areas upon which to develop a sound/slide program. As there were more participants than clusters most cluster areas were covered by a two- or three-member team.

While on the tours, the participants taped interviews with workers and took slides. Then these slides plus information obtained from the tapes and tour itself were put together to form the slide programs. To improve the content and comprehensiveness of the programs, the participants were allowed and encouraged to use slides and tapes that had been produced by last year's institute.

These slide programs provide the viewer with some of the following kinds of information: company description, product and/or service, number of employees in various skill levels, job opportunities and necessary scholastic background, entry job opportunities for less than high school graduates, future occupational needs, and special educational and training opportunities, etc.

Slide programs were also produced by participants in the 1974 Institute, but not by the 1973 Career Guidance Institute group. The 1973 group developed a book that contained reports on the

various companies toured that year. Though these reports were a resource to the educators who had been a part of that Institute, they were not as useful to other educators and students. After that Institute it was decided that participants would use sound/slide programs to document their visitations.

Though the audio-visual programs provide the same kinds of information as provided by the company reports, they do offer several advantages. First, in this form these materials are more effective for use with students and by other educators than were the printed materials; and secondly, the taping, slide taking, and other aspects of program development and production were learning experiences for nearly all participants. Many have indicated that after this kind of experience they are now much better prepared to develop a sound/slide program for their own guidance or classroom use.

This year's slide programs were far superior to last year's. Institute organizers feel that this is due to the increased time spent on study of slide taking and program production techniques. During both the November workshop and the February meeting, participants were instructed in the area of slide program development.

The sound/slide programs are housed in two locations; the South Bend Community School Corporation's Education Center, and at the Indiana Career Resource Center. From either of these two sources, educators may check out the slide programs for use in a career guidance or career education activity. The written scripts of the slide programs may be found in Appendix E.

III. IMPLEMENTATION PLANS

At the completion of the Career Guidance Institute the participants submitted plans describing how they would use their newly acquired insights and knowledge. Though the participants vary in the particular educational setting in which they operate, their plans, in general, focused on four major areas: resources, instruction, counseling and guidance, and staff development. Following will be a segmented description of those plans with a summary section.

Resource Materials

All participants were required to produce a sound/slide program on a particular cluster area. There are ten sound/slide programs. Most of the educators plan to use the programs as they work with students in the classroom or guidance area. Counselors indicate a desire to use all the programs, while teachers plan to use those that relate to their instructional area.

In addition to those locally produced programs, nearly all participants plan to include many other resource materials in their day-to-day work with students. Through their visitations they have identified local sources of already available career materials and persons. Also, many now feel more competent and knowledgeable in the selection of commercially produced career materials should there be school monies available for such purchase.

A surprisingly large number of participants indicated that they already had or soon planned to organize a "career center"

in the school building. In their view this center should contain not only general career information, but also materials pertinent to the local employment area. Along with career centers, they also plan to more consistently and effectively utilize bulletin boards for the dissemination of career information.

Instruction

As a result of this Institute experience the teachers involved plan to make changes in classroom instruction.

Infusion of resource persons and field trips is an obvious implementation step. One teacher plans to have students spend a day at a parent's or good friend's place of employment. Teachers of older students hope to have some of their students "shadow" workers. No matter what the specific plan, all suggest the need for opening the doors and walls of the school to the community.

Most teachers are now better able to relate their curriculum area/areas to the world of work. They see cluster areas rather than a few isolated jobs that relate to what they teach. In addition, they are more knowledgeable on how to integrate career education with their on-going curriculum.

Nearly all the teachers who participated in this Institute indicated that they are closely examining the content of the course or courses which they teach. While on their tours, they heard employers and employees: discuss job market demands; identify the weak skill areas of younger employees (such as math); and describe the latest techniques and processes in their field. Because of

these newly gained insights into the world of work, the teachers feel a strong need to modify their instruction so that they can more realistically prepare their students for the world that lies ahead.

Again, as a result of dialogue with those in business and industry, many teachers plan to spend instructional time on job-getting or employability skills. Included here would be application and interview study along with actual practice. A number of teachers indicated that they had begun to emphasize attendance, not so much for school disciplinary reasons, but for future employment possibilities.

Role-play and simulation experiences were included in the plans of many teachers. They indicated more competence in designing realistic work-related experiences with pre and post activities. As an example, one teacher in the high school social studies area designed a courtroom simulation experience that included as many workers as possible in that setting. Pre activities included attending a court session, interviewing workers in the field, researching career information, etc. Students then "created" a crime and set up the courtroom situation. Workers included in the experience were the judge, clerk, defense attorney, prosecuting attorney, recorder, bailiff, jury members, newspaper reporters, court artists, video tape camerapersons, witnesses, etc. Follow-up activities involved using the video tapes for discussion and evaluatory purposes. Resource persons, too, were involved with this follow-up.

Several teachers now feel much more confident in helping those students who may want guidance on career-related problems. Those teachers who have responsibility for introducing underclassmen to their program offerings feel that the information and materials from the Career Guidance Institute will enable them to now show a more definite relationship between their courses and the world of work.

Counseling and Guidance

Armed with new knowledge, the counselors who participated in the Career Guidance Institute have many plans for their work with students.

From the insights gained through visitation experiences, guidance counselors feel that they are much better prepared to help students effectively weigh career choices. From their first-hand experiences in business and industry, they now realize what their students will face in the future and can hopefully help the students to realize goals.

Many have been imparting their newly acquired information in discussions with students on a one-to-one basis or in group sessions. Students who went on tours have been utilized as group leaders by several counselors.

As with the teachers, many counselors are seeing the need to work with students in the area of job-getting or employability skills.

A traditional responsibility of counselors in most schools is that of scheduling students into classes. As a result of the Institute, many of the counselors are now better able to show students relationships between school subjects and the world of work.

Having been made aware of the vast array of career resource materials, many of the counselors plan to gather as many as possible for their students' use. Several have begun to organize career centers in their buildings. Again bulletin boards will be used as a visible means to familiarize students with careers.

Most all of the counselors indicated plans to make available both career resource persons and visitations for the students with whom they work.

Realizing that career guidance does not take place solely within the confines of a counselor's office, most of the counselors are initiating classroom involvement. Many have accepted the role of catalyst and consultant to classroom teachers and in some cases this has even included some team teaching responsibilities. Having accepted and functioned in these roles of catalyst and consultant, a number of counselors are beginning to see the career education concept spread to many of the curriculum areas and grade levels.

One counselor, working in a state vocational rehabilitation agency, found that the personnel contacts not only made her more aware of the local entry level jobs, but also were an aid as she functions in the area of job development and placement.

Staff Development

As most all see the need for a team approach to career education and guidance, participants in the Career Guidance Institute are all quite willing to function as consultants and resources to the other educators in their building. Many have already initiated efforts to function in these capacities.

The need for total faculty career education and guidance in-service was mentioned by nearly all participants. Several of these educators indicated a willingness to request and organize such an in-service program. Through such in-service, it is hoped that more faculty will become informed and hopefully involved in career education.

Currently some participants are serving on school career education committees. Because of their Institute experiences, they feel that they are now more capable of making sound recommendations on policy, curriculum, etc. They find themselves assuming a more active and leading role in the decision-making position that they occupy as a committee member.

Summary

Though the implementation plans of the Career Guidance Institute participants are many and varied, certain elements reappear in all. Most everyone agrees that career education and guidance, to be effective, must be a team approach with each member supporting the others. Integration with the on-going curriculum is also mentioned throughout the plans, as well as

possible changes in the content of courses of study. Resource persons, field trips and career resource centers are also included in most plans. Administrators, guidance personnel and teachers all call for in-service programs.

IV. EVALUATION

Evaluative instruments were used throughout the Institute as a means of improving the Institute as it progressed as well as for the purpose of establishing a foundation upon which future Career Guidance Institutes could be based.

The objectives of the Institute were discussed at the orientation session and a copy of the objectives distributed to participants (See Appendix A). Samples of evaluation forms may be found in Appendix D. In addition to the evaluation forms used at the workshops and at the final evaluation session, verbal feedback was sought at the report sessions held in December and February. In addition, employers were asked to evaluate the Institute following the tour and seminar session held at their place of business. Also, educational participants were asked for specific comments (positive or negative) concerning the tours.

Workshop Evaluation

An analysis of the workshop program evaluation form indicated that a majority of the participants found the workshop to be extremely valuable to them in terms of gaining an understanding of career guidance.

Participants rated the occupational name game mixer, conducting the interview activity, and the panel of business leaders as excellent. The other activities were rated either excellent or average. Not one participant marked any activity as being poor, and many participants wrote special comments concerning the excellent workshop facilities.

Analysis Of Institute In Light Of Objectives

Participants were in agreement that the Institute set the stage for communication between the educator and the businessman. Educators indicated that they had gained an awareness and insight into employment opportunities in the local area as well as an understanding of the training, education, and skills needed for various jobs. Typical comments of educators follow:

--I am more aware of the diversity of opportunities
--I have some knowledge of trends in our community in terms of future jobs
--It gave me insight of the jobs available and the training needed
--School attendance is important to the prospective employer
--It was an exciting educational opportunity
--I have a better knowledge of employment opportunities
--I will be a better educator because of the things I have learned
--The program was excellent; good educational experience
--Most of the major objectives were met
--I became acquainted with many types of jobs I never knew existed

Although participants were in agreement that most of the objectives of the Institute were met, several reported that they did not feel that enough time was spent on the third objective which related to disadvantaged youth. Typical comments follow:

--The Institute did not deal enough with disadvantaged youth problems
--The Institute did not meet objectives involving minority ethnic groups
--My understanding increased the least in this area

Insight Gained--Career Opportunities

In view of the current economic recession, participants reflected that job opportunities might be fewer by the time students

are ready for the job market. However, the educators expanded their knowledge of local current opportunities and reported as follows:

--Good school attendance and attitude toward a day's work is very important
--I am much more aware of careers in our own community
--A high school diploma is not necessary
--Math skills are important
--Opportunities do exist for the economically disadvantaged
--On-the-job training is available as well as financial support for employee education
--Many good paying jobs are available for students that do not have a college education
--Most employers are equal opportunity employers

Career Guidance--Changes In Attitude

The educators were asked to indicate any changes that occurred in their knowledge and/or attitude regarding career guidance between the beginning of the Institute and its conclusion. Typical comments follow:

--We better push students to take more and better math classes
--Attitude and abilities should be matched with jobs
--We need to give students a wider background in possible careers
--Too many educators are still thinking of education in terms of college
--We must help children become aware of occupations available
--I feel much more competent to implement ideas in my own building
--Many companies do not require a high school diploma
--A good background in math, grammar, and oral expression is important to employers
--More emphasis needs to be placed on technical training
--It is refreshing to find that many people are happy with their semiskilled through management jobs
--I am much more aware of occupations available and training necessary for jobs
--I recognize the importance of helping students to develop a positive attitude

--I was not previously aware that so many workers enjoyed their work
--It is important that counselors spend more time with students who are not going to college
--I have a greater awareness of the specific and general requirements of business and industry
--I am more confident in my occupational counseling
--Health occupations has many more opportunities for careers than I knew existed
--I had not realized the great number of occupations which require a good math background
--I gained knowledge of where to get information and resources
--I have a greater understanding of values involved with work and the importance of kids understanding themselves
--I have a greater awareness of employment opportunities in our area
--I learned a lot about South Bend

Suggestions For Improvement

The educators were asked to give suggestions for improvement of possible future Career Guidance Institutes. Some of the participants indicated that the Institute was excellent and could not be improved upon. Others gave constructive suggestions for improvement as follows:

--Review previous year's slide presentations at the beginning of the Institute
--Give more specific instructions to some of the businesses before we visit them; some didn't realize what we really wanted
--A tape of the kind of interaction we had at RACO with the employees would be a good addition to any career guidance session
--Include service stations in the tour group; many young people are interested in this area
--For the last session, have each group give its presentation before the representatives of that particular industry for criticism and help
--The last session was too long; divide into two groups
--Do away with "fancy" introductory meal; have two small dinners at the conclusion

--Include tours to TV and radio stations
--Make more direct references to the problems of disadvantaged youth
--A list of different occupations along with brief job descriptions from each of the companies would have been helpful
--More companies should provide opportunities to talk directly with employees
--Include tours of Court House, City County Building, other government agencies

The educators were asked to react specifically to each tour and seminar session in which they had participated. All of these comments have been grouped so that feedback can be given to individual company representatives.

It was evident from the comments that some company representatives were much more aware of the purposes of the Institute than others. In other words, participants were more interested in talking to employees and finding out about people and their jobs than in learning of the product made or the service rendered by the company. Many of the company visitations were extremely well organized; many participants made this observation in their comments.

In other instances, the educators felt that the tour should have been planned at a time when more employees were "on-the-job." This point is well taken by the project director and should be noted by the NAB staff. (In budgeting for substitute pay in the formal proposal, there is a definite limintation on the amount of money that can be expended for substitute pay; many tours were planned for late afternoon or evening when shifts were not at maximum number.)

In general, most of the specific comments were positive and participants were truly grateful for the willingness of company representatives to spend a great deal of time in preparation for the visitation, conducting the tour, and answering the many questions.

Employer Evaluation

Following each visitation the business representative was asked to evaluate the Career Guidance Institute in terms of whether or not the representative was adequately informed of the purpose and goals and objectives of the Career Guidance Institute and of the role of the organization in the Institute. Also, they were asked to react to the interest, attitude, and ability of the educators to ask pertinent questions and interview employees. They were also asked for suggestions and recommendations for possible Career Guidance Institutes. A copy of the evaluation instrument may be found in Appendix D. Twenty of the twenty-seven participating businesses returned the evaluation form. It is interesting to note that twenty representatives felt adequately informed regarding the purpose and objectives and goals of the Institute and felt that they were made aware of their role in the Institute.

All but one representative indicated that the management team had provided the company with the necessary information preceding the visitation. In general the company representatives

were in agreement that the time allotted for the tour was sufficient and that the educators did focus on the worker and displayed an ability to interview and ask relevant questions of employees.

Although some of the industrial firms did not allow participants to take pictures, none indicated that tape recorders presented a problem.

Eighteen of the company representatives stated that they felt that communication between the business/industry community and the educational community had been strengthened as a result of the visitation. Also, many of the company representatives asked that they receive feedback concerning the views of educators regarding the visitations. The specific company evaluations will be made available to those representatives who have requested the information or to those who may request it in the future.

In making suggestions and recommendations, many representatives indicated that they would be willing to cooperate with future Career Guidance Institutes and would possibly be able to plan better for future groups as their understanding of the Institute is increased. Some indicated that more time needed to be spent on the premises. Also, one employer expressed the thought that his employees really looked forward to having educators visit. In general the comments were positive; however, it is possible that the seven company representatives who did not return the forms may not have felt as positive about the Institute.

The employer evaluation form was sent to company representatives preceding the visitation. It was felt that by having the form in advance of the visitation that it would be of help in planning the visitation.

V. PRETEST AND POST TEST ANALYSIS

I. Introduction

A. Objectives Of The Career Guidance Institute In South Bend

The Career Guidance Institute in South Bend, Indiana was developed through the cooperation of the National Alliance of Businessmen, Indiana University at South Bend, and the South Bend Community School Corporation.

The Institute is organized to increase the participants' awareness and knowledge of various aspects of the world of work. These include job opportunities, conditions, and requirements. Guidance counselors, administrators, and teachers who participate are expected to be able to help students develop career awareness based on current occupational information. It is also an expectation of the Institute that participating business and industrial leaders will develop an awareness of the need for a more comprehensive career guidance program.

Participants are expected to derive new knowledge through their direct involvement with the industrial community. This knowledge includes the training necessary for different job classifications and company advancement policies. Labor-management policies will be studied and participants are expected to display an ability to evaluate the attitudes of employees, one of which is the way an employee views his job.

It is also assumed that participants will develop a working knowledge of methods to employ in communicating with disadvantaged children. In addition, they will acquire techniques for motivating disadvantaged children.

The Career Guidance Institute objectives state that participants must be able to identify problems of the disadvantaged in terms of job entry and on-the-job experiences.

It is also an objective of the Institute that participants be able to identify problems the disadvantaged have in the transition from a school environment to a work environment.

The Career Guidance Institute supporters believe that the participants should be able to devise their own plan for implementing career guidance programs at the local level.

B. A Need For Career Education In The Curriculum

The choice of a career is a vital life decision. The school is a logical institution to provide the resources, skill, and knowledge to help each student with this decision.

Career education is not a rigidly defined program with a specific end point. It is, instead, a process ... a constant becoming. In brief, career education seeks (1) to make the student aware of the broad range of occupations; (2) to identify his own interests, aptitudes, abilities, and values; (3) to explore groupings of occupations through classroom instruction and concrete experience; (4) to relate his own personal attributes to the requirements and characteristics of various occupations; (5) to begin to make a tentative career choice; and (6) to obtain the necessary skills and training to enable him to embark on his chosen career.

C. The Expected Outcomes Of The Study

The goal of this study is to determine the degree to which

the Career Guidance Institute has been successful in accomplishing its objectives.

In order to evaluate the Institute, a questionnaire was developed and presented to those participants who were going to interview persons working in different businesses and professions.

The research questions were divided in four distinct categories. The first group of questions was headed Communications and Career Awareness. The second -- Job Requirements. The third -- Job Conditions and Compensations and the fourth -- Career Data.

The first questionnaire was given as a pretest in November. In March, a post test was given. The results were tabulated to ascertain the growth which had occurred. The participants of the Institute in 1973 and those of 1974 were also post tested and the results tabulated and compared with those of 1975.

D. Limitations Inherent In The Approach Used

1. One of the biggest problems facing the researcher is collecting valid data. Frequently, the information that seems significant is difficult to collect systematically.

2. Not enough data have been gathered to insure a very thorough longitudinal study. The changing of the instrument from previous studies causes it to lack continuity.

3. A third limitation of the Pretest/Post Test instrument is that some categories of knowledge were already at a high level before participation in the Institute. Therefore, there was very little opportunity to effect improvement. An example of this

limitation was observed in the knowledge category of understanding the living patterns of disadvantaged students.

4. Participants of the three Institutes were not given the same pretests. Therefore, there is no way to accurately measure the knowledge acquired after completion of the Institute.

5. The sampling was not representative of the total education and/or business community.

6. Meaningful research has been seriously hampered by a lack of effective instruments to measure such concepts as personality traits, career satisfaction, needs, values and family environment.

E. Definition Of Terms

1. Professional -- vocations described as professional usually require a high degree of mental activity on the part of the workers and are often concerned with theoretical or practical aspects of often complex and detailed fields.

Most professional occupations including those of engineer, architect, physicians, lawyer and teacher require specialized, theoretical knowledge of a specific field. The other group, including occupations such as editor and actor does not require much specialized, theoretical knowledge, but demands a great deal of creative talent and also, skill acquired chiefly through experience. Licenses are required for practice in many professions -- medicine, dentistry, teaching and pharmacy, for example -- with licensing authorities determining the minimum qualifications which

members must have. In addition, professional societies set up membership standards, which tend to define their respective fields.

2. Managerial -- persons employed in these jobs are usually responsible for supervisory tasks of service-oriented occupations as well as some production focused fields of work. They facilitate the basic work purposes of the establishments they represent.

3. Sales -- workers in this occupational group sell for manufacturers, insurance companies and other producers of goods services.

4. Clerical -- occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information; and influencing customers in favor of a commodity or service.

5. Craftsmen -- all the established crafts, such as bakers, boiler makers, carpenters, electricians, locomotive engineer, machinists, plasterers, upholsterers, industrial foreman and all types of repairmen and mechanics. Many of the occupations are skilled, requiring an apprenticeship training period of from three to six years.

6. Semi-skilled -- the group includes manual occupations that are characterized by one or a combination of parts, of the following requirement: The exercise of manipulative ability of a high order, but limited to a fairly well-defined work routine; major reliance not so much upon the workers judgment of dexterity but upon vigilance and alertness in situations in which lapses in

performance would cause extensive damage to product or equipment; and the exercise of independent judgment to meet variables in the work situation, which is not based on wide knowledge of a work field and with the nature and extent of the judgments limited whether by application over a relatively narrow task situation or by having important decisions made by others. These occupations may require the performance of part of a craft or skilled occupations but usually to a relatively limited extent.

7. Laborers -- The majority of this grouping are found in construction and manufacturing. Fishermen, garage workers, longshoreman and teamsters are examples of workers in this group. Training for these occupations is usually limited to high school.

8. Service -- Occupations concerned with performing tasks in and around private households; serving individuals in institutions and in commercial and other establishments; and protecting the public against crime, fire, accidents, and acts of war.

9. Two major groups, private household workers and service workers (except private household) are condensed under this category. In the first group are housekeepers, domestic gardeners, cooks, babysitters, nursemaids, and general maids. These occupations are usually filled with individuals who may not have completed high school. In the second group are placed personal service workers, (barbers, waiters, bartenders) protective service workers (fire, police) and general service workers (elevator operators, janitors).

10. Affirmative Action -- programs to produce equal employment opportunity for members of minority groups, women, handicapped, retirerees and the aged. These program agencies should assure that job classification plans do not include factors which discriminate against the above mentioned groups.

F. Summary

For many of our youth, the work ethic is questioned and some have even decided not to work. Others complain about the irrelevancy of much that they study and are quite bored with the educational process. It is essential therefore that a redefinition of the role education is to assume in the lives of American youth be articulated. The youth of today want to identify the meaning of life and their own possible contributions to betterment of this society. A decision to puruse a chosen career implies a commitment to a life style and work style. The expertise of the total community must be brought to bear in aiding youth with this critical question.

II. Review Of Literature

Career education is a relatively new concept in educational history. It became prominent in the early 1970's, when the United States Office of Education made it a top priority for reshaping the country's educational system.

In 1642, the Massachusetts Bay Colony adopted a law relating to the need "to put forth apprentices to learn trades," as part of an effort to increase the political and economic self-sufficiency of the Colony.

The "Old Deluder Satan Act," enacted in the Bay Colony in 1647 provided schools to teach the children to read and write in order to study the Scriptures and thus avoid "ye ould deluder, Satan."

The justification for requiring the education of the young has changed drastically over the centuries, but there is still an insistent demand that youth be taught to behave as responsible citizens in society.

From the earliest days of our nation the schools have therefore been assigned the double task of general education, and what has now come to be called vocational education.

The need for learning about the world of work is probably greater today than in 1642. A large majority of children in early agricultural society at least knew all about what their parents did in order to live and had a pretty good idea of what others did in the community. Today we can have no such confidence. We have to turn to the schools to help the children know what jobs mean and to prepare them for their careers as workers. We cannot wait until modern apprentice age; we have to start in the elementary schools and continue through the adult period of life. This means the intimate collaboration of all teachers, not just the teachers of vocational subjects.

What is career education? It is different things to different people. Vocational educators translate it as a new term for vocational education. Many academic teachers view it as an extra field trip or an additional resource person coming to the class to

talk about his career. Guidance counselors envision more career days, a career resource library, and an increased emphasis on job placement. Career education is a melding of these particular views into a comprehensive model that integrates the skills, concepts, and activities of the total faculty of the school. It is all education and involves learning to earn a living as well as learning for enrichment. It has been suggested that career education is an integral dimension of the nursery through adult curriculum which provides for all students a sequential continuum of experiences through which each individual may develop a more realistic perception of his capabilities and prepare him for entry and re-entry into employment and/or continuing education.

By the year 2000, two-thirds of the children in kindergarten today will fill jobs not yet in existence. In 1980 there will be 30,000 types of jobs available as compared to today's 21,000. The implications of these figures suggest that increasing number of youth must be prepared for careers that require technical training at less than a baccalaureate level.

As a solution, Marland, the U.S. Commissioner of Education, suggested "dropping the term "vocation education" in favor of "career education." While career education will necessarily embrace many of vocational-technical education's skill producing activities, it will also reach a large percentage of students now unexposed to the usual vocational education offerings. Instead 25 percent enrollment in vocational skills programs, the career

education concept would affect, in a fundamental fashion, as high as 80 percent of our young people.[1]

Many educators now see the traditional vocational-technical education programs as irrelevant to the needs of the students, and unfit for the demands of today's business and industrial community. The schools work against the student gaining any real sense of involvement with work of any kind by confining the students to school premises and by failing to confront them with live viable options. Academic pursuits are left out of a package that includes occupational skills leading by way of work experience to employment.

An often cited cirticism of vocational-technical education asserts that these programs do not center around transferable knowledge and skills, but concentrate on specific manipulative operations that are too often quickly outmoded. These programs are mainly financed through the Federal Government, and local manicipalities do not share in their planning or development, thus leaving inadequate community support and committment.

Communication and Career Awareness

Frank Parsons has written "In the wise choice of a vocation there are three broad factors: 1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; 2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; 3) true reasoning on the relations of these two groups of fact."[2]

Our career education programs must assist students in making this "wise choice of a vocation." These programs and practices should involve students, teachers, parents, administrative staff, and various individuals from the community in an interdisciplinary effort to infuse all elements of education with relevant career development tasks. The programs must be oriented to helping youth with career decision making and planning, as well as vocational information gathering. For each student, the schools must provide content activities that facilitate a successful transition to participation in work and leisure activities. For each student, we must also provide the unifying focus to combine educational and community elements in viable career development.

For many of our youth right now, the work ethic is questionable and some have even decided not to work. Other youth complain about the irrelevancy of much that they study and quite bored with the educational process. Will fifty percent of Americans end up supporting the other fifty percent, as President Ford has suggested? A redefinition of the role education is to assume in the lives of American youth must be articulated. The youth of today want to identify the meaning of life and their own possible contributions to betterment of this society. A decision to pursue a chosen career field implies a commitment to a life style and work style. The expertise of the total community must be brought to bear in aiding youth with this critical question.

The choice of career is a vital life decision. The school is a logical instrument to provide the resources, skill, and knowledge

to help each student with this decision. Caplow[3] suggests that at the present time, selecting a career is a process of varied experiences and decisions that occur in random fashion for most individuals. Career entry is basically an "error and accident" process where one must be in the right place at the right time to secure entry into the work world.

Job Requirements And Opportunities

Pure chance is too tenuous for successful entry into the technological culture of today. It is estimated that 30,000 of the jobs that will be sought by youth of 1980 do not currently exist. Hugh Calkins, chairmen of the National Advisory Council on Vocational Education has said that "this nation will never reduce its pool of unemployed until it gives as much attention to prevention as it gives to remediation. He estimated that the flow of untrained young persons into the unemployed pool amounts to about 750,000 a year. Eight out of 10 high school students should be getting occupational training of some sort. But only two of these eight are. Consequently, half our high school students are being offered what amounts to irrelevant, general education pap."[4]

In this age of "Future Shock", complicated by the present economic conditions career education becomes an even more critical part of our total educational program. It is essential that the youth of today and tomorrow be prepared for multiple careers.

If today's educators are to give students knowledgeable employment information, and be able to ascertain manpower needs of the community, they must be in direct contact with the business and industrial people on present job conditions, and job requirements and opportunities. The Career Guidance Institute has addressed itself to this need by arranging "tours of local businesses to study and observe the training necessary for various jobs, company advancement policies, labor-management relationships, employee-co-worker attitude; to the company and for each other; employee's estimation of the value of his job and the life-style of workers at various job levels."[5]

Career Data

Many aspects of Career Education remain controversial. How much emphasis should be placed on preparing the college bound student? How much vocational education? What about the disadvantaged? What about the handicapped? What about the gifted?

A growing number of innovative career education programs are being carried out on a local level. In Seattle public schools, integrated career information and experience have been infused into the curriculum from kindergarten through grade 12. Young children are introduced to different types of workers and the roles they play in the community. Local labor, industry and business people have an input into the development of new career courses, thus ensuring that the training fits local needs. A computer system has been set up to locate available jobs and future manpower needs.

The "cluster approach" to career education teaches the student skills of related occupations which have similar knowledge requirements and permits them to keep career options open through high school and seek advanced training in one of several fields. The method has been used by many schools: they feel that changes in technology or manpower supply will not allow the skills to become so readily obsolete. "Quincy, Massachusetts Vocational Technical High School has developed 11 career programs providing instruction in more than 250 jobs."[6]

Many experimental institutions have been established to provide school dropouts and potential dropouts of ages 16 to 21 with marketable skills, such as the Work Opportunity Center (WOC) of Minneapolis. Students can enter when they wish, attend as many classes as they choose, and move through the program at their own pace. Upon completion, high school credit is given. Since opening in 1966, 3,000 young people have graduated from WOC."[7]

Summary

Education must open the door to career opportunities, either directly to positions that provide satisfying work and incomes or to additional schooling that will lead to the professions.

In summarizing the objectives of career education Bottoms[8] succinctly includes:

1. Development of self-understanding in relation to work activities.

2. Understanding the occupational, educational, and business-labor-industrial relation facet of our society.

3. Development of knowledge of different occupations; trends in the labor market, the changing attitudes toward work in society, the reasons people work, and the life style of different workers.

4. Providing each student with information about educational offerings and their relation to different careers.

5. Providing experience in career decision making and planning for more effective transition from school to work.

The points most vital to a sound program include the need for "effective functional career education" to introduce the children to the world of work in the early grades, the continual provision of job information and counseling throughout the school years, the recognition of the problems of the disadvantaged in seeking gainful employment, and the necessity for school and employers to jointly plan educational programs to insure adequate instruction and also satisfactory employment.

The Career Guidance Institute was specifically formed to address itself to the problem of communication between educators and the business community. Increased participant awareness and knowledge, by these two segments of the community, of the existing job opportunities, conditions, and requirements in the area can better benefit the students and allow them to develop keener awareness based upon up-to-date occupational information.

III. Design Of The Study

The location of this study was Michiana, a north central Indiana metropolitan area with a population in excess of 250,000 people. There were three school systems that participated in the

1974 Career Guidance Institute. These school systems were: The South Bend Community School Corporation, Mishawaka Schools, and the Penn-Harris-Madison School Corporation.

The 1974 Career Guidance Institute was attended by twenty-six teachers, counselors, and administrators from the aforementioned school systems in the Michiana area. These educators were enrolled in the year-long program and data from their pretest and post test scores were used to evaluate the effectiveness of the Career Guidance Institute. In addition, a post test was given to the participants of the 1972 and the 1973 Career Guidance Institutes. The results of these tests have been incorporated into this report:

Brief Description of Career Guidance Institute As It Has Been In Operation In Michiana

The Career Guidance Institute was a program through which participating educators could increase their knowledge of the local business/industrial community and at the same time gain a new perspective of career education. Teachers, counselors, and administrators who participated in the Career Guidance Institute spent two days on a retreat to become familar with local business structures, local employment requirements, hiring practices, job conditions, and projected employment opportunities. Participants were also involved in developing on-the-job interviewing techniques for later use in fulfilling the requirements of the program. The participants then spent the remainder of the year touring volunteer business/industrial facilities. When all the tours had been completed, the participants met in a post session to discuss their findings and to explore ways of incorporating them into individual career education programs.

Measures

The Career Guidance Institute Assessment was the one hundred and forty-two item questionnaire designed to evaluate the goals of the 1974 Career Guidance Institute. This instrument was divided into four categories. Each category was designed to measure a distinct area of career education. The four categories are:

1. Communications and Career Awareness.
2. Job Requirements and Opportunities.
3. Job Conditions and Compensations.
4. Career Data.

Procedure

On November 1-2, 1974 the twenty-six participants of the 1974 Career Guidance Institute were involved in a two-day retreat to acquaint them with Career Guidance Institute and to prepare them for on-the-job interview. Participants were required to complete the Career Guidance Institute Assessment before the first session of the retreat. On November 7th, the Career Guidance Institute Assessment was mailed to participants of the 1972 and 1973 Career Guidance Institute. On March 3, 1974, the Career Guidance Institute Assessment was again administered to the 1974 participants. Data received from these pretests and post tests were used to determine the degree to which the Career Guidance Institute had been successful in accomplishing its stated goals. An analysis of variance procedure was used to analyze between group differences.

Statement of Hypotheses in Null Form As
Measured at .05 Level of Significance

1. a. There will be no significant differences between the 1974 pretest and post test means within the Communications and Career Awareness items of the Career Guidance Institute Assessment.

b. There will be no significant differences in the mean Communications and Career Awareness items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

2. a. There will be no significant differences between the 1974 pre- and post test means within the Job Requirements and Opportunities items of the Career Guidance Institute Assessment.

b. There will be no significant differences in the mean Job Requirements and Opportunities items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

3. a. There will be no significant differences between the 1974 pre- and post test means within the Job Conditions and Compensations items of the Career Guidance Institute Assessment.

b. There will be no differences in the Mean Job Conditions and Compensations Items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

4. a. There will be no significant differences between the 1974 pre- and post test means with the Career Data items of the Career Guidance Institute Assessment.

b. There will be no differences in the mean Career data items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

Limitations Inherent In The Approach Used

I. One of the biggest problems facing the researchers was collecting valid data. Frequently the information that seemed significant was difficult to collect systematically.

2. Not enough data have been collected to insure a very thorough longitudinal study. The changing of the instrument for each year's study caused it to lack continuity.

3. A third limitation of the study was the inability to do an analysis of covarience due to the lack of parallel pretests.

4. The sampling was not representative of the total education and business field.

IV. The Outcomes Of The Study

The goal of this study is to determine the degree to which the Career Guidance Institute has been successful in accomplishing its' objectives.

In order to evaluate the Institute, a questionnaire was presented to those participants who were going to interview persons working in different businesses and professions.

The following is a tabulation of the mean scores as measured by the Career Guidance Institute Assessment for participants of the 1973, 1974, and 1975 Career Guidance Institute.

TABLE I

Communication and Career Awareness Results from 1975 Pre - Post Testing of C.G.I. Participants as Measured At a .05 Level of Significance

Question	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Significance
1. have utilized industrial/ business representatives in the learning experiences of children.	3.84	2.86	5.88	*
2. have utilized materials prepared by business and industry to supplement student curricula.	3.65	2.45	12.06	*
3. feel the need for a bilingual approach to career education in your school.	3.79	4.04	.174	
4. believe field trips and business tours motivate students to explore careers.	1.75	1.59	.247	
5. feel these institutions have provided an awareness of career possibilities.				
a. Indiana University at South Bend	2.08	1.59	2.97	
b. your school corporations	3.52	3.04	1.53	
c. business/industry	3.57	2.59	7.04	*
6. have developed skills for using multi-media as a career awareness technique.	3.92	2.59	17.63	*
7. have developed techniques for teaching job interviewing.	4.26	2.54	19.26	*
8. have developed skills for interviewing workers.	4.42	2.40	27.22	*

TABLE I (Continued)

Question	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Signif-icance
9. have knowledge of living patterns and life styles of the disadvantaged.	3.46	3.04	.867	
10. have a knowledge of techniques for motivating the disadvantaged.	3.84	3.54	.501	

* = .05 Level of Significance

Four out of the ten items showed significant growth.

Four items showed no significant growth.

TABLE II

Job Requirements and Opportunities Results from 1975 Pre - Post Testing of C.G.I. Participants as Measured At a .05 Level of Significance

Question	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Signif-iance
1. are incorporating work values into the curriculum.	3.34	2.22	9.06	*
2. have knowledge of training necessary for placement and advancement in a variety of jobs.	3.76	1.95	27.53	*
3. have knowledge of services provided by the Indiana State Employment Service.	3.84	2.04	26.00	*
4. have knowledge of types of employment tests administered to applicants for job openings.	3.80	2.27	18.88	*
5. have knowledge of present opportunities for employment in Michiana.				
a. professional	4.03	2.40	19.07	*
b. technical	4.34	2.50	27.72	*
c. clerical	3.69	2.04	19.95	*
d. sales	3.92	2.40	17.65	*
e. services	4.03	2.54	15.58	*
f. skilled	4.26	2.22	32.20	*
g. semi-skilled	4.38	2.31	27.56	*
6. have knowledge of outlook for employment in Michiana.				
a. professional	4.53	2.54	30.27	*
b. technical	4.57	2.50	33.84	*

TABLE II (Continued)

Question	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Significance
c. clerical	4.15	2.27	25.60	*
d. sales	4.50	2.77	23.92	*
e. services	4.50	2.59	23.83	*
f. skilled	4.65	2.27	43.01	*
g. semi-skilled	4.69	2.40	35.34	*
7. have knowledge of the requirements for gainful employment and advancement in different job classifications.				
a. professional	3.23	2.22	6.69	*
b. technical	3.76	2.31	16.16	*
c. clerical	3.77	2.04	19.96	*
d. sales	3.76	2.50	10.25	*
e. services	4.07	2.36	21.47	*
f. skilled	4.34	2.27	37.85	*
g. semi-skilled	4.30	2.31	30.00	*
8. have knowledge of fringe benefits available with different job classifications.				
a. professional	3.23	2.59	1.90	
b. technical	4.11	2.59	15.54	*
c. clerical	4.00	2.59	11.41	*
d. sales	4.11	2.68	12.32	*
e. services	4.30	2.95	11.60	*
f. skilled	4.07	2.22	27.69	*
g. semi-skilled	4.61	2.36	41.33	*

* = .05 Level of Significance - 31 out of 32 items showed growth

TABLE III

Job Conditions and Compensations Results from 1975 Pre - Post Testing of C.G.I. Participants as Measured At a .05 Level of Significance

Indicate the degree to which you:	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Significance
1. have an understanding of affirmative action practices.	4.60	3.31	9.62	*
2. have an understanding of grievance procedure for unfair employment practices.	3.96	3.13	4.81	*
3. have an understanding of the wage scale range.				
a. professional	3.19	2.36	3.87	
b. technical	4.11	2.61	16.81	*
c. clerical	3.96	2.04	22.38	*
d. sales	4.19	2.54	19.69	*
e. services	4.53	2.76	21.82	*
f. skilled	4.50	1.95	49.70	*
g. semi-skilled	4.50	2.04	43.76	*
4. have an understanding of the average work week.				
a. professional	2.76	2.04	3.52	
b. technical	3.80	2.00	21.83	*
c. clerical	3.34	1.77	15.82	*
d. sales	3.38	2.18	9.98	*
e. services	4.00	2.31	16.40	*
f. skilled	3.61	1.81	18.17	*
g. semi-skilled	3.80	1.86	20.18	*

TABLE III (Continued)

Indicate the degree to which you:	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Significance
5. have an understanding of the normal work hazards.				
a. professional	2.96	2.40	2.08	
b. technical	4.11	2.45	22.87	*
c. clerical	3.88	2.13	21.14	*
d. sales	4.00	2.27	22.60	*
e. services	4.23	2.45	25.40	*
f. skilled	4.15	1.90	43.70	*
g. Semi-skilled	4.30	2.00	49.03	*
6. have an understanding of the work facilities.				
a. professional	2.69	2.22	1.53	
b. technical	3.80	2.31	17.67	*
c. clerical	3.53	1.72	25.38	*
d. sales	3.69	2.18	17.76	*
e. services	4.00	2.36	23.26	*
f. skilled	3.96	1.86	39.19	*
g. semi-skilled	4.03	1.81	48.05	*
7. have an understanding of the leave policies.				
a. professional	3.46	3.13	.436	
b. technical	4.53	3.40	6.61	*
c. clerical	4.69	3.00	15.77	*
d. sales	4.81	3.18	18.37	*

TABLE III (Continued)

Indicate the degree to which you:	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Signif-icance
e. services	4.69	3.31	11.46	*
f. skilled	4.84	3.09	19.36	*
g. semi-skilled	4.88	3.27	17.15	*
8. have an understanding of the insurance benefits.				
a. professional	3.30	3.27	.007	
b. technical	4.32	3.22	7.04	*
c. clerical	4.48	3.00	13.69	*
d. sales	4.52	3.27	10.16	*
e. services	4.72	3.31	15.72	*
f. skilled	4.12	3.09	5.55	*
g. semi-skilled	4.40	3.00	10.53	*

* = .05 Level of Significance

Thirty-nine out of fourty-four items showed significant growth.

TABLE IV

Career Data Results from 1975 Pre - Post Testing of C.G.I. Participants as Measured at a .05 Level of Significance

Questions	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Signif-iance
1. Write the percentage of the total work force 16 years of age and over which is involved in the following occupations.				
a. professional	8.46	11.57	3.98	
b. managers	6.23	7.09	.737	
c. sales	10.92	10.19	.313	
d. clerical	9.42	12.38	4.23	*
e. craftsman	7.84	7.85	.000	
f. semi-skilled	12.16	17.80	2.61	
g. transportation operatives	8.20	7.09	.375	
h. laborer	20.16	9.52	7.27	
i. service	12.76	10.85	.530	
j. household	7.50	5.47	.498	
k. farm	8.88	4.09	3.77	
2. a. Elementary education - no special training				
b. High school and some college - technical or some business training is needed				
c. college or above				
Using the scale provided above, indicate the educational requirements for the following occupations:				

TABLE IV (Continued)

Questions	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Signif-iance
(1) x-ray technician	2.03	2.09	.222	
(2) key punch operator	1.88	2.00	2.75	
(3) sales clerk	1.30	1.45	1.07	
(4) hair stylist	1.84	1.95	1.48	
(5) carpenter	1.46	1.71	2.62	
(6) tool crib attendant	1.26	1.13	.997	
(7) electrical engineer	2.73	2.81	.499	
(8) machinist	1.84	1.86	.028	
(9) dorm director	2.19	2.31	.350	
(10) funeral director	2.26	2.31	.095	
(11) fork lift operator	1.34	1.13	2.84	
(12) offset press operator	1.65	1.72	.288	
3. Please underline the average annual starting salary you believe is accurate for the following occupations.				
accountant $6,500-$8,000 $8,300-$8,700 $10,000-$12,000	2.12	2.23	.230	
school teacher $6,300-$7,000 $7,350-$8,000 $8,500-$9,000	2.04	2.18	1.03	
occupational therapist $6,500-$7,500 $7,600-$8,400 $8,400-$10,500	2.16	2.25	.154	
fireman $4,000-$5,800 $5,900-$8,000 $8,100-$10,000	2.20	2.31	.439	
secretary $4,000-$5,200 $5,300-$6,400 $6,500-$7,600	1.53	1.59	.076	

TABLE IV (Continued)

Questions	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio	Signif-iance
law enforcement $5,000-$7,900 $8,000-$16,000 $16,100-$20,000	1.65	1.68	.029	
4. Please place an X beside your school corporation. _____ South Bend _____ Mishawaka _____ Penn-Harris-Madison				
5. Indicate the percentage of disadvantaged children in your school corporation.	16.48	6.20	4.71	*
6. Indicate the percentage of bilingual children in your school corporation.	8.56	5.00	.823	
7. For the following occupations, indicate the projected degree of change in employment growth through the 1980's.	4.57	4.90	.862	
a. professional and technical workers no change 123456 great change	3.61	4.18	3.17	
b. clerical no change 123456 great change	3.46	4.22	7.25	
c. managers, officials, and proprietors no change 123456 great change	4.26	4.22	.014	
d. service workers no change 123456 great change	3.56	3.31	.752	
e. sales no change 123456 great change	4.15	3.86	.770	
f. craftsman no change 123456 great change	2.96	3.45	1.76	

TABLE IV (Continued)

Questions	Pre-Test $\bar{x}$	Post Test $\bar{x}$	F Ratio
g. semi-skilled workers no change 123456 great change			
h. nonfarm workers no change 123456 great change	3.41	3.59	.155
i. farm workers no change 123456 great change	3.00	3.04	.009

* = .05 Level of Significance

Four out of the forty items showed significant growth. Thirty-six out of the forty items showed no significance.

TABLE V

Communication and Career Awareness Results from 1974-75 Pre-Test; 1973, 1974, and 1975 Post Testing of C.G.I. Participants as measured at a .05 Level of Significance

Indicate the degree to which you:	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
1. have utilized industrial/ business representatives in the learning experiences of children.	3.84	2.86	4.33	4.00	3.27	*
2. have utilized materials prepared by business and industry to supplement student curricula.	3.65	2.45	3.11	4.00	4.21	*
3. feel the need for a bilingual approach to career education in your school.	3.79	4.04	4.11	5.16	.763	
4. believe field trips and business tours motivate students to explore careers.	1.75	1.59	1.33	1.62	.359	
5. feel these institutions have provided an awareness of career possibilities.						
a. Indiana University at South Bend	2.08	1.59	2.00	1.87	.908	
b. your school corporations	3.52	3.04	3.00	1.75	3.64	*
c. business/industry	3.57	2.59	3.00	2.50	2.80	*
6. have developed skills for using multi-media as a career awareness technique.	3.92	2.59	3.33	2.75	5.48	*
7. have developed techniques for teaching job interviewing.	4.26	2.54	3.44	3.85	6.07	*
8. have developed skills for interviewing workers.	4.42	2.40	2.77	2.50	10.56	*

TABLE V (Continued)

Indicate the degree to which you:	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
9. have knowledge of living patterns and life styles of the disadvantaged.	3.46	3.04	1.66	2.62	3.12	*
10. have a knowledge of techniques for motivating the disadvantaged.	3.84	3.54	2.55	3.62	1.71	

* = .05 Level of Significance

Eight of the twelve items showed significant growth.

Four of the twelve items showed no significant growth.

TABLE VI

Job Requirements and Opportunities Results from 1974-75 Pre-Test; 1973, 1974, and 1975 Post Testing of C.G.I. Participants as Measured at a .05 Level of Significance

Indicate the degree to which you:	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
1. are incorporating work values into the curriculum.	3.34	2.22	2.66	2.50	2.76	*
2. have knowledge of training necessary for placement and advancement in a variety of jobs.	3.76	1.95	2.33	2.50	10.42	*
3. have knowledge of services provided by the Indiana State Employment Service.	3.84	2.04	1.77	1.62	16.22	*
4. have knowledge of types of employment tests administered to applicants for job openings.	3.08	2.27	2.44	3.00	7.19	*
5. have knowledge of present opportunities for employment in Michiana.						
a. professional	4.03	2.40	2.77	3.05	7.11	*
b. technical	4.34	2.05	2.77	3.12	10.19	*
c. clerical	3.69	2.04	2.77	3.12	6.88	*
d. sales	3.92	2.40	3.77	3.87	6.62	*
e. services	4.03	2.54	3.33	3.50	5.10	*
f. skilled	4.26	2.22	3.33	3.25	9.49	*
g. semi-skilled	4.38	2.31	3.11	3.25	9.46	*
6. have knowledge of outlook for employment in Michiana.						
a. professional	4.53	2.54	3.33	3.50	9.58	*
b. technical	4.57	2.50	3.44	3.12	11.16	*
c. clerical	4.15	2.27	3.66	3.37	9.19	*

TABLE VI (Continued)

Indicate the degree to which you:	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
d. sales	4.50	2.77	4.22	3.87	8.24	*
e. services	4.50	2.59	3.77	3.50	7.45	*
f. skilled	4.65	2.27	3.44	3.25	13.88	*
g. semi-skilled	4.69	2.40	3.55	3.37	12.37	*
7. have knowledge of the requirements for gainful employment and advancement in different job classifications.						
a. professional	3.23	2.22	2.55	2.62	2.51	
b. technical	3.76	2.31	2.66	3.12	5.99	*
c. clerical	3.76	2.04	2.77	3.00	7.04	*
d. sales	3.76	2.50	3.22	3.25	3.33	*
e. services	4.07	2.36	3.00	3.37	7.20	*
f. skilled	4.34	2.27	2.55	3.37	12.75	*
g. semi-skilled	4.30	2.31	2.88	3.37	9.50	*
8. have knowledge of fringe benefits available with different job classifications.						
a. professional	3.23	2.59	2.22	2.62	1.39	
b. technical	4.11	2.59	2.22	3.12	7.23	*
c. clerical	4.00	2.59	2.77	2.87	4.62	*
d. sales	4.11	2.68	2.77	3.12	5.24	*
e. services	4.30	2.95	2.88	3.12	5.45	*
f. skilled	4.07	2.22	2.44	3.00	10.52	*
g. semi-skilled	4.61	2.36	2.77	3.12	13.48	*

* = .05 Level of Significance - Thirty of the thirty-two items showed significant growth.

TABLE VII

Job Conditions and Compensations Results from 1974-75 Pre-Test; 1973, 1974, and 1975 Post Testing of C.G.I. Participants as Measured at a .05 Level of Significance

Indicate the degree to which you:	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
1. have an understanding of affirmative action practices.	4.60	3.31	3.22	3.62	3.66	*
2. have an understanding of grievance procedure for unfair employment practices.	3.96	3.13	2.66	2.00	6.30	*
3. have an understanding of the wage scale range.						
a. professional	3.19	2.36	2.66	2.62	1.50	
b. technical	4.11	2.61	2.66	2.75	7.91	*
c. clerical	3.96	2.04	2.66	3.00	8.33	*
d. sales	4.11	2.54	3.22	3.12	6.62	*
e. services	4.53	2.77	3.00	3.12	8.78	*
f. skilled	4.05	1.95	2.66	2.05	18.74	*
g. semi-skilled	4.05	2.04	2.77	3.12	14.61	*
4. have an understanding of the average work week.						
a. professional	2.76	2.04	2.00	2.25	1.56	
b. technical	3.80	2.00	1.88	2.50	9.99	*
c. clerical	3.34	1.77	1.88	2.75	6.16	*
d. sales	3.38	2.18	2.00	2.50	4.39	*
e. services	4.00	2.31	2.11	2.50	7.79	*
f. silled	3.61	1.81	1.77	2.62	8.05	*
g. semi-skilled	3.80	1.86	1.88	2.62	8.76	*

TABLE VII (Continued)

Indicate the degree to which you:	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
5. have an understanding of the normal work hazards.						
a. professional	2.96	2.40	1.77	3.00	2.13	
b. technical	4.11	2.45	1.88	2.50	13.02	*
c. clerical	3.88	2.13	1.88	3.12	9.21	*
d. sales	4.00	2.27	2.00	3.75	10.25	*
e. services	4.23	2.45	2.11	3.50	10.50	*
f. skilled	4.15	1.90	1.55	2.50	20.40	*
g. semi-skilled	4.30	2.00	1.66	2.75	21.88	*
6. have an understanding of the work facilities.						
a. professional	2.69	2.22	2.22	1.87	1.25	
b. technical	3.80	2.31	2.55	2.00	9.13	*
c. clerical	3.53	1.72	2.44	1.87	10.17	*
d. sales	3.69	2.18	2.66	2.25	6.77	*
e. services	4.00	2.36	2.66	2.00	11.88	*
f. skilled	3.96	1.86	2.22	2.25	15.46	*
g. semi-skilled	4.03	1.81	2.55	2.75	14.69	*
7. have an understanding of the leave policies.						
a. professional	3.46	3.13	3.66	2.87	.458	
b. technical	4.53	3.40	3.55	3.25	2.99	*
c. clerical	4.69	3.00	3.55	3.37	5.59	*
d. sales	4.84	3.18	3.55	4.25	7.20	*

TABLE VII (Continued)

Indicate the degree to which you:	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
e. services	4.69	3.31	3.77	4.12	4.04	*
f. skilled	4.84	3.09	3.33	4.25	7.31	*
g. semi-skilled	4.88	3.27	3.22	4.37	7.07	*
8. have an understanding of the insurance benefits.						
a. professional	3.30	3.27	3.00	2.25	1.31	
b. technical	4.32	3.72	3.00	2.37	5.44	*
c. clerical	4.48	3.00	3.11	3.00	6.51	*
d. sales	4.52	3.27	3.22	3.25	4.88	*
e. services	4.72	3.31	3.11	3.12	7.98	*
f. skilled	4.12	3.09	2.77	2.75	3.55	*
g. semi-skilled	4.40	3.00	3.11	2.75	5.07	*

* = .05 Level of Significance

Thirty-eight of the 44 items showed significant growth.

Six items showed no significant growth.

TABLE VIII

Career Data Results from 1974-75 Pre-Test; 1973, 1974, and 1975 Post Testing of C.G.I. Participants as Measured at a .05 Level of Significance

Questions	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
1. Write the percentage of the total work force 16 years of age and over which is involved in the following occupations.						
a. professional	8.46	11.57	7.25	6.40	2.31	
b. managers	6.23	7.09	6.50	7.80	.301	
c. sales	10.92	10.19	14.12	15.00	1.75	
d. clerical	9.42	12.38	15.12	17.40	2.61	
e. craftsman	7.84	7.85	8.87	10.60	.281	
f. semi-skilled	12.16	17.80	16.37	16.80	.829	
g. transportation operatives	8.20	7.09	8.25	10.60	.360	
h. laborer	20.16	9.52	21.50	32.80	3.76	*
i. service	12.76	10.85	17.87	26.60	3.89	*
j. household	7.50	5.47	13.87	12.40	1.17	
k. farm	8.88	4.09	7.33	6.20	1.39	
2. a. Elementary education - no special training b. High school and some college - technical or some business training is needed c. college or above Using the scale provided above, indicate the educational requirements for the following occupations:						

TABLE VIII (Continued)

Questions	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
1) x-ray technician	2.03	2.09	2.00	2.00	.245	
2) key punch operator	1.88	2.00	1.88	2.00	1.21	
3) sales clerk	1.30	1.45	1.11	1.62	1.78	
4) hair stylist	1.84	1.95	1.77	2.00	1.21	
5) carpenter	1.46	1.71	1.88	1.75	2.11	
6) tool crib attendant	1.26	1.13	1.22	1.12	.441	
7) electrical engineer	2.73	2.81	3.00	2.75	1.05	
8) machinist	1.84	1.86	1.55	1.87	1.59	
9) dorm director	2.19	2.31	2.12	2.12	.246	
10) funeral director	2.26	2.31	2.44	2.25	.272	
11) form lift operator	1.34	1.13	1.00	1.12	2.28	
12) offset press operator	1.65	1.72	1.55	1.75	.356	
3. Please underline the average annual <u>starting</u> salary you believe is accurage for the following occupations.						
accounting $6,500-$8,000 $8,300-$8,700 $10,000-$12,000	2.12	2.23	2.44	2.37	.475	
school teacher $6,300-$7,000	2.04	2.18	2.33	1.87	1.71	
occupational therapist $6,500-$7,500 $7,600-$8,400 $8,400-$10,500	2.16	2.25	2.22	2.00	.202	
fireman $4,000-$5,800 $5,900-$8,000 $8,100-$10,000	2.20	2.31	2.22	2.00	.665	
secretary $4,000-$5,200 $5,300-$6,400 $6,500-$7,600	1.53	1.59	1.33	1.37	.508	
law enforcement $5,000-$7,900 $8,000-$16,000 $16,100-$20,000	1.65	1.68	1.55	1.12	2.32	

TABLE VIII (Continued)

Questions	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
4. Please place a X beside your school corporation.						
_____ South Bend _____ Mishawaka _____ Penn-Harris-Madison						
5. Indicate the percentage of disadvantaged children in your school corporation.	16.48	6.20	29.11	25.25	5.15	*
6. Indicate the percentage of bilingual children in your school corporation.	8.56	5.00	8.44	8.66	.369	
7. For the following occupations indicate the projected degree of change in employment growth through the 1980's.						
a. professional and technical workers no change 123456 great change	4.57	4.90	4.75	3.38	1.21	
b. clerical no change 123456 great change	3.61	4.18	3.87	3.16	1.88	
c. managers, officials, and proprietors no change 123456 great change	3.46	4.22	4.25	2.83	5.20	*
d. service workers no change 123456 great change	4.26	4.22	5.25	5.00	2.13	
e. sales no change 123456 great change	3.56	3.31	4.37	2.83	3.40	*
f. craftsman no change 123456 great change	4.15	3.86	4.00	3.83	.278	
g. semi-skilled workers no change 123456 great change	2.96	3.45	3.25	3.16	.610	
h. nonfarm workers no change 123456 great change	3.41	3.59	3.62	3.00	.304	

TABLE VIII (Continued)

Questions	Pre Test 1974-75	Post Test 1975	Post Test 1974	Post Test 1973	Ratio	Sig.
i. farm workers no change 123456 great change	3.00	3.04	2.75	2.16	.522	

* = .05 Level of Significance

Five out of 40 items showed a significant growth.

Thirty-five out of the 40 items showed no significance.

Summary Of The Results

Results from the 1974-75 Career Guidance Institute indicate that there was a significant change in responses to seventy-nine of the one hundred twenty-seven tiems. In the area of Communications and Career Awareness, there was significant change on six of the twelve items. Thirty-one of the thirty-two items showed significant change in the Job Requirements and Opportunities area. Thirty-eight of the forty-four Job Conditions and Compensations items showed significant change. The least change was reported in the area of Career Data where there was significant change on only four of the forty-one items.

Results from the 1972, 1973, and 1974 Career Guidance Institute were tabulated and measured at .05 level of significance. These results indicate that there was a significant change in responses to eighty-one of the one hundred twenty-seven items. In the area of Communications and Career Awareness, there was significant change on eight of the twelve items. Significant change was observed on thirty of the thirty-two Job Requirements and Opportunities items. A significant change was also observed on thirty-eight of the forty-four Job Conditions and Compensations items. Again, the least change was reported in the area of Career Data where there was significant change on only five of the forty-four items.

V. Summary, Conclusions, and Recommendations

The choice of a career is a vital life decision. The school is a logical institution to provide the resources, skill, and knowledge to help each student with this decision.

Career education is not a rigidly defined program with a specific end point. It is, instead, a process ... a constant becoming. In brief, career education seeks (1) to make the student aware of the broad range of occupations; (2) to identify his own interests, aptitudes, abilities, and values; (3) to explore groupings of occupations through classroom instruction and concrete experience; (4) to relate his own personal attributes to the requirements and characteristics of various occupations; (5) to begin to make a tentative career choice; and (6) to obtain the necessary skills and training to enable him to embark on his chosen career.

For many of our youth, the work ethic is questioned and some have even decided not to work. Others complain about the irrelevancy of much that they study and are quite bored with the educational process. It is essential therefore, that a redefinition of the role education is to assume in the lives of American youth be articulated. The youth of today want to identify the meaning of life and their own possible contributions to betterment of this society. A decision to pursue a chosen career implies a commitment to a life style and work style. The expertise of the total community must be brought to bear in aiding youth with this critical question.

Restatement of Objectives and Conclusions with Respect to Stated Objectives

The Institute is organized to increase the participants' awareness and knowledge of various aspects of the world of work. These include job opportunities, conditions, and requirements. Guidance counselors, administrators, and teachers who participate are expected to be able to help students develop career awareness based on current occupational information. It is also an expectation of the Institute that participating business and industrial leaders develop an awareness of the need for a more comprehensive career guidance program.

Our findings show that the participants felt that there had been significant change in their awareness.

However, responses to factual information questions show a significant change on only four of the forty items.

Participants are expected to derive new knowledge through their direct involvement with the industrial community. This knowledge includes the training necessary for different job classifications and company advancement policies. Labor-management policies will be studied and participants are expected to display an ability to evaluate the attitudes of employees, one of which is the way an employee views his job.

Our findings indicate that there was no growth in the area of knowledge. Thirty-five out of the forty items tested showed no significant growth.

It is also assumed that participants will develop a working knowledge of methods to employ in communicating with disadvantaged children. In addition, they will acquire techniques for motivating disadvantaged children.

No significant growth in this area.

The Career Guidance Institute objectives state that participants must be able to identify problems of the disadvantaged in terms of job entry and on-the-job experiences.

Thirty-one of the forty-four items showed significant growth.

No significant growth shown in understanding by the professionals. It is assumed that they already had the understanding.

It is also an objective of the Institute that participants be able to identify problems the disadvantaged have in the transition from a school environment to a work environment.

Significant change indicated.

The Career Guidance Institute believes that the participating educators should be able to use the experiences of previous participants to devise their own plan for implementing career guidance programs at the local level.

The significant growth in this area indicates that educators should be able to implement programs at the local level.

This chapter reviews the problem of the study, the findings of pertinent literature, and the methodology followed. The findings of the investigation are summarized, conclusions drawn from those findings, and some recommendations for further study are offered.

From our study, we feel that the Career Guidance Institute should address itself to projecting the future of changing careers. Our data on the knowledge questions show that the knowledge of the participants did not change from the beginning of the Institute to the end. However, there was a slight growth but they were still wrong.

On the factual questions, there was a definite attitudenal change instead of factual change. There was a measured growth from the beginning of the Institute to the end. Even though they still did not come up to the expected growth, they did change their attitudes toward the Institute. As a group, we feel that more factual information should be given to the participants.

Our further suggestions regarding the Institute are the following:

1. We feel that the Institute needs to spend more time with the participants in giving them more factual information.

2. We feel that the Institute should have more set meetings with the participants before and after visiting the various businesses and industries.

3. The businesses and industries that were visited by the participants should have a handbook available for the participants regarding Job Opportunities, Job Qualifications and Requirements.

4. As a group, we feel in the category of Career Data, that semiskilled workers should be left out. Through our studies and research, we found that semiskilled workers overlapped in many of the other career work forces breakdown.

5. Further groups doing research in this area should be required to go with the participants to visit the various businesses and industries to see what is actually going on.

The Analysis Of The Hypotheses

Re-statement of Hypotheses

1. a. There will be no significant differences in the mean Communications and Career Awareness items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post test means within the Communications and Career Awareness items of the Career Guidance Institute Assessment.

2. a. There will be no significant differences in the mean Job Requirements and Opportunities items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post test means within the Job Requirements and Opportunities items of the Career Guidance Institute Assessment.

3. a. There will be no significant differences in the mean Job Requirements and Compensations items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post test means within the Job Requirements and Compensations items of the Career Guidance Institute Assessment.

4. a. There will be no significant differences in the mean Career Data items of 1972, 1973, and 1974 Career Guidance Institute participants as measured by the Career Guidance Institute Assessment.

b. There will be no significant differences between the 1974 pre and post means within the Career Data items of the Career Guidance Institute Assessment.

The Result of the Test of Hypothesis 1a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is less than 4.08. Therefore the hypothesis is not rejected.

The result of the Test is Hypothesis 1b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is greater than 2.76. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 2a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is greater than 4.08. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 2b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is greater than 2.76. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 3a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is greater than 4.08. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 3b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is greater than 2.76. Therefore the hypothesis is rejected.

The Result of the Test of Hypothesis 4a.

The F ratio required for significance at .05 is 4.08. The calculated F ratio on a majority of the items is less then 4.08. Therefore the hypothesis is not rejected.

The Result of the Test of Hypothesis 4b.

The F ratio required for significance at .05 is 2.76. The calculated F ratio on a majority of the items is less than 2.76. Therefore the hypothesis is not rejected.

NOTE: Section V of this report, Pretest Post Test Analysis, was submitted under the title "Study of the Effectiveness of the Michiana 1974-75 Career Guidance Institute" at South Bend, Indiana, by: Florence B. Clark, Deanna Harreld, Karen Kowals, Barbara McGill, John Ostrowski, and Carole Ulmer in Fulfillment of the Requirements for P503, Introduction to Research, under the direction of Dr. Gerald Dudley, May 1975.

FOOTNOTES

(For Chapter II - Review Of Literature)

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Appendix A

Local CGI goals and specific behavioral objectives:

The proposed Career Guidance Institute will be a total community approach with top-level business and industry representatives involved to help strengthen and maintain communication between educators and the business community. Participants will have the opportunity to increase their awareness and knowledge of local job opportunities, conditions, and requirements. As a result of the Institute, guidance counselors, administrators, and teachers will be able to help students develop career [illegible]re-ness based upon up-to-date occupational information. Al[illegible]he decision makers of business and industry will become awar[illegible]r the eminent need for sound career guidance programs.

1. Participants will explore local employment opportunities through tours of several businesses to study and observe:
   a. training necessary for various jobs
   b. company advancement policies
   c. labor-management relationship
   d. employee attitude toward co-workers and company
   e. employee view of job importance
   f. life-style of workers at various job levels

2. Participants will review current occupational reports concerning local and state occupational needs. Manpower forecasting will be incorporated into workshop and seminar sessions.

3. Participants will study
   a. communication with disadvantaged youth
   b. motivation of disadvantaged youth
   c. cultural and social identification of disadvantaged youth
   d. problems of the disadvantaged on the job and in job entry

4. Through tours, seminar sessions, and informal conversations with businessmen, educators can identify possible problem areas of disadvantaged students in bridging the gap between the school environment and the business community.

5. Participants will formulate plans for implementing career guidance in groups and on an individual basis their own schools and build upon implementation plans of former CGI participants.

Appendix B

Career Guidance Institute Educational Participants:

MISHAWAKA SCHOOLS

Mark Burns	Beiger School	Counselor
Tom Golba	Emmons School	Elementary Science
Mary Kiester	Beiger School	Counselor
Martha Langenbahm	John Young School	Counselor
Norma Phenegar	Emmons School	Counselor
Peggy Shaum	Beiger School	Social Studies
Victor Wukovits	Mishawaka High	Counselor

PENN-HARRIS-MADISON SCHOOL CORPORATION

Bertha Anderson	Penn High School	Business Education
Robert Gilbert	Penn High School	Counselor
Deloris Green	Penn High School	Business Education
Linnaea Licavoli	Penn High School	Home Economics
Charles Lori	Penn High School	Business Education
Vaughn Smith	Penn High School	Trade Automotive
Peggy Steinke	Elm Road School	Second Grade

SOUTH BEND COMMUNITY SCHOOL CORPORATION

Bernice DeVries	Jackson High	Business Education
Evangeline Gleason	John Adams High	Business Education
Ruvader Hall	Studebaker School	Fifth Grade
Jonathan Jordan	Harrison School	Assistant Principal
Linda Morris	Clay Middle	Home Economics
John Parmerlee	Coquillard School	Counselor
Joyce Stith	Studebaker School	Counselor
Mary Zeiger	Central Career	Counselor

VOCATIONAL REHABILITATION CENTER

Margaret McCandless	Vocational Rehabilitation Counselor

Appendix C

Materials List:

Career Education and the Businessman: A Handbook of Action Suggestions, Chamber of Commerce of the United States, Washington, D. C. 20006

Career Education: A Handbook for Implementation, U. S. Department of Health, Education and Welfare, Washington, D. C.

Career Education Curriculum Guide, Indiana State Department of Public Instruction, Indianapolis, Indiana. 46204

Career Education Monograph Series, Center for Occupational Education, North Carolina State University, Raleigh, North Carolina. (1 - 9)

Career Education Resource Guide, General Learning Corporation, Morristown, New Jersey. 07960

Career World, Curriculum Innovations, Inc. Highwood, Illinois. 60040

Fun Things for Teaching in Career Education, American Enterprises, Inc., Tallahassee, Florida. 32302

Resources for Career Development, Indiana Career Resource Center, South Bend, Indiana. 46615

Values Clarification, A Handbook of Practical Strategies for Teachers and Students, Hart Publishing Company, Inc. New York, New York.

Yellow Pages of Learning Resources, Massachusetts Institute of Technology Press, Cambridge, Massachusetts.

Appendix D-1

Pretest/Post Test:

(1-3) Name: _____

Listed below are several statements relating to the goals of the Career Guidance Institute. It is important that you respond to them in a frank and objective manner. Circle one number following each statement with your best response.

A. Communications and Career Awareness

Indicate the degree to which you:

(4) 1. have utilized industrial/ business representatives in the learning experiences of children. always 123456 never

(5) 2. have utilized materials prepared by business and industry to supplement student curricula. very much 123456 very little

(6) 3. feel the need for a bilingual approach to career education in your school. relevant 123456 irrelevant

(7) 4. believe field trips and business tours motivate students to explore careers. very much 123456 very little

5. feel these institutions have provided an awareness of career possibilities.

(8) a. Indiana University at South Bend very much 123456 very little

(9) b. your school corporations very much 123456 very little

(10) c. business/industry very much 123456 very little

(11) 6. have developed skills for using multi-media as a career awareness technique. very much 123456 very little

Appendix D-1 (Pretest/Post Test Continued)

(12) 7. have developed techniques for teaching job interviewing. definitely 123456 definitely not

(13) 8. have developed skills for interviewing workers. definitely 123456 definitely not

(14) 9. have knowledge of living patterns and life styles of the disadvantaged. very much 123456 very little

(15) 10. have a knowledge of techniques for motivating the disadvantaged. very much 123456 very little

B. Job Requirements and Opportunities

Indicate the degree to which you:

(16) 1. are incorporating work values into the curriculum. often 123456 never

(17) 2. have knowledge of training necessary for placement and advancement in a variety of jobs. very much 123456 very little

(18) 3. have knowledge of services provided by the Indiana State Employment Service. very much 123456 very little

(19) 4. have knowledge of types of employment tests administered to applicants for job openings. very much 123456 very little

5. have knowledge of present opportunities for employment in Michiana.

(20) a. professional very much 123456 very little

(21) b. technical very much 123456 very little

(22) c. clerical very much 123456 very little

(23) d. sales very much 123456 very little

(24) e. services very much 123456 very little

Appendix D-1 (Pretest/Post Test Continued)

(25) f. skilled very much 123456 very little

(26) g. semi-skilled very much 123456 very little

6. have knowledge of outlook for employment in Michiana.

(27) a. professional very much 123456 very little

(28) b. technical very much 123456 very little

(29) c. clerical very much 123456 very little

(30) d. sales very much 123456 very little

(31) e. services very much 123456 very little

(32) f. skilled very much 123456 very little

(33) g. semi-skilled very much 123456 very little

7. have knowledge of the requirements for gainful employment and advancement in different job classifications.

(34) a. professional very much 123456 very little

(35) b. technical very much 123456 very little

(36) c. clerical very much 123456 very little

(37) d. sales very much 123456 very little

(38) e. services very much 123456 very little

(39) f. skilled very much 123456 very little

(40) g. semi-skilled very much 123456 very little

8. have knowledge of fringe benefits available with different job classifications.

(41) a. professional adequate 123456 inadequate

(42) b. technical adequate 123456 inadequate

(43) c. clerical adequate 123456 inadequate

Appendix D-1 (Pretest/Post Test Continued)

(44) d. sales — adequate 123456 inadequate

(45) e. services — adequate 123456 inadequate

(46) f. skilled — adequate 123456 inadequate

(47) g. semi-skilled — adequate 123456 inadequate

C. Job Conditions and Compensations

Indicate the degree to which you:

(48) 1. have an understanding of affirmative action practices. — definitely 123456 definitely not

(49) 2. have an understanding of grievance procedure for unfair employment practices. — definitely 123456 definitely not

3. have an understanding of the wage scale range.

(50) a. professional — sufficient 123456 insufficient

(51) b. technical — sufficient 123456 insufficient

(52) c. clerical — sufficient 123456 insufficient

(53) d. sales — sufficient 123456 insufficient

(54) e. services — sufficient 123456 insufficient

(55) f. skilled — sufficient 123456 insufficient

(56) g. semi-skilled — sufficient 123456 insufficient

4. have an understanding of the average work week.

(57) a. professional — extended 123456 limited

(58) b. technical — extended 123456 limited

(59) c. clerical — extended 123456 limited

(60) d. sales — extended 123456 limited

Appendix D-1 (Pretest/Post Test Continued)

(61) e. services extended 123456 limited

(62) f. skilled extended 123456 limited

(63) g. semi-skilled extended 123456 limited

5. have an understanding of the normal work hazards.

(64) a. professional extended 123456 limited

(65) b. technical extended 123456 limited

(66) c. clerical extended 123456 limited

(67) d. sales extended 123456 limited

(68) e. services extended 123456 limited

(69) f. skilled extended 123456 limited

(70) g. semi-skilled extended 123456 limited

6. have an understanding of the work facilities.

(71) a. professional extended 123456 limited

(72) b. technical extended 123456 limited

(73) c. clerical extended 123456 limited

(74) d. sales extended 123456 limited

(75) e. services extended 123456 limited

(76) f. skilled extended 123456 limited

(77) g. semi-skilled extended 123456 limited

7. have an understanding of the leave policies.

(78) a. professional very good 123456 very little

(79) b. technical very good 123456 very little

(80) c. clerical very good 123456 very little

Appendix D-1 (Pretest/Post Test Continued)

(81) d. sales very good 123456 very little

(82) e. services very good 123456 very little

(83) f. skilled very good 123456 very little

(84) g. semi-skilled very good 123456 very little

8. have an understanding of the insurance benefits.

(85) a. professional sufficient 123456 insufficient

(86) b. technical sufficient 123456 insufficient

(87) c. clerical sufficient 123456 insufficient

(88) d. sales sufficient 123456 insufficient

(89) e. services sufficient 123456 insufficient

(90) f. skilled sufficient 123456 insufficient

(91) g. semi-skilled sufficient 123456 insufficient

D. Career Data

1. Write the percentage of the total work force 16 years of age and over which is involved in the following occupations.

(92-93) a. professional _____%
(94-95) b. managers _____%
(96-97) c. sales _____%
(98-99) d. clerical _____%
(100-101) e. craftsman _____%
(102-103) f. semi-skilled _____%
(104-105) g. transportation _____%
(106-107) h. laborer _____%
(108-109) i. service _____%
(110-111) j. household _____%
(112-113) k. farm _____%

2. a. Elementary education - no special training

b. High school and some college - technical or some business training is needed

c. college or above

Using the scale provided above, indicate the educational requirements for the following occupations:

Appendix D-1 (Pretest/Post Test Continued)

(114) 1) x-ray technician _____
(115) 2) key punch operator _____
(116) 3) sales clerk _____
(117) 4) hair stylist _____
(118) 5) carpenter _____
(119) 6) tool crib attendant _____
(120) 7) electrical engineer _____
(121) 8) machinist _____
(122) 9) dorm director _____
(123) 10) funeral director _____
(124) 11) fork lift operator _____
(125) 12) offset press operator _____

3. Please underline the average annual starting salary you believe is accurate for the following occupations.

(126)	accountant	$6,500-$8,000	$8,300-$8,700	$10,000-$12,000
(127)	school teacher	$9,300-$7,000	$7,350-$8,000	$ 8,500-$ 9,000
(128)	occupational therapist	$6,500-$7,500	$7,600-$8,400	$ 8,400-$10,500
(129)	fireman	$4,000-$5,800	$5,900-$8,000	$ 8,100-$10,000
(130)	secretary	$4,000-$5,200	$5,300-$6,400	$ 6,500-$ 7,600
(131)	law enforcement	$5,000-$7,900	$8,000-$16,000	$16,100-$20,000

(132) 4. Please place an X beside your school corporation.

_____ South Bend
_____ Mishawaka
_____ Penn-Harris-Madison

(133-134) 5. Indicate the percentage of disadvantaged children in your school corporation.

_____%

(135-136) 6. Indicate the cercentage of bilingual children in your school corporation.

_____%

Appendix D-1 (Pretest/Post Test Continued)

7. For the following occupations, indicate the projected degree of change in employment growth through the 1980's.

(137) a. professional and technical workers no change 123456 great change

(138) b. clerical no change 123456 great change

(139) c. manager, officians, and proprietors no change 123456 great change

(140) d. service workers no change 123456 great change

(141) e. sales no change 123456 great change

(142) f. craftsman no change 123456 great change

(143) g. semi-skilled workers no change 123456 great change

(144) h. nonfarm workers no change 123456 great change

(145) i. farm workers no change 123456 great change

Appendix D-2

Workshop Evaluation:

PROGRAM EVALUATION FORM

CAREER GUIDANCE INSTITUTE WORKSHOP

November 1 - 2, 1974

CHECK ONE:

_____ Teacher _____ Administrator

_____ Counselor _____ Other

Please complete the proper section(s) of this form as soon after each session as possible. The form is to be turned in during the summary session at 1:45 p.m. on Saturday, November 2.

For each of the following questions, respond by placing an X on the rating line where it best expresses your opinion.

1. The "tour selection/sign-up" process was:

_____ excellent _____ average _____ poor

2. The use of the Occupational Name Game Mixer as a means of small group interaction was:

_____ excellent _____ average _____ poor

3. The panel of business leaders was:

_____ excellent _____ average _____ poor

4. Group meetings on Friday night were:

_____ excellent _____ average _____ poor

Appendix D-2 (Workshop Evaluation Continued)

5. The "Conducting the Interview" activity was:

_____ excellent _____ average _____ poor

6. The review of resource materials session was:

_____ excellent _____ average _____ poor

7. The slide taking and script writing session was:

_____ excellent _____ average _____ poor

8. As a result of this workshop, my understanding of the identification, communication, and motivation of disadvantaged youth is:

_____ excellent _____ average _____ poor

9. As a result of this conference, my understanding of Career Education and Career Development is:

_____ excellent _____ average _____ poor

ADDITIONAL CONFERENCE COMMENTS:

Appendix D-3

Institute Evaluation:

NAME: _____

1. Analyze and evaluate briefly our Institute in reference to our objectives.

2. Indicate the extent to which you gained insight into private sector career opportunities for economically disadvantaged youth upon graduation from high school or college.

3. Indicate changes that have occurred in your knowledge, skills, and attitudes regarding career guidance between the beginning of the Institute and its conclusion.

4. Your suggestions for improvement of career guidance institutes may be offered in the future.

(Use reverse side of form if more space is needed)

Appendix D-3 (Institute Evaluation Continued)

5. Many of the company representatives have asked for feedback regarding the tour they provided. Below are listed all of the tours. Please indicate any positive and/or negative comments you may have regarding the tours you attended.

DATE	TOUR	COMMENTS
11/12/74	Indiana Bell Telephone Co.	
11/13/74	Feferman Motor Sales	
11/15/74	Parrish Machine Co.	
11/18/74	Penz Tool Co.	
11/19/74	Notre Dame	
11/26/74	Garvey Pattern & Mfg. Co.	
12/2/74	Career Resource Center	
12/17/74	Martin Machine Co.	
1/7/75	Bendix Corporation	
1/13/75	Ramada Inn	
1/15/75	Valley Bank & Trust Co.	
1/16/75	Associates Corporation	
1/22/75	Carleton Financial Comp.	
1/28/75	South Bend Lathe	

Appendix D-3 (Institute Evaluation Continued)

2/4-17/75	Indiana State Employment Service	
1/5/75	Sibley Machine & Foundry	
2/11/75	White Farm	
2/13/75	Robertson's	
2/19/75	L. S. Ayres	
2/25/75	American National Bank	
2/26/75	AM General	
3/4/75	RACO	
3/11/75	Torrington	
3/12/75	First Bank & Trust Co.	
3/18/75	South Bend Tribune	
3/25/75	I & M Electric	
3/26/75	Avanti	
4/9/75	St. Joseph's Hospital	

Appendix D-4

Employer Evaluation:

1. I felt adequately informed of the purpose, goals, and objectives of the Career Guidance Institute.

   yes_____ no_____ comment:

2. I was made aware of my organization's role in the Career Guidance Institute.

   yes_____ no_____ comment:

3. The administrators of the Institute provided me with the necessary information--attendance list, etc.--prior to the visitation.

   yes_____ no_____ comment:

4. The time alloted for the tour and discussion was adequate.

   yes_____ no_____ comment:

5. The educators came to the tour with the necessary background information concerning our organization.

   yes_____ no_____ comment:

6. The educators displayed interest in focusing on the worker as well as on the product or service we privide.

   yes_____ no_____ comment:

7. The educators displayed the ability to interview or talk with our employees without difficulty.

   yes_____ no_____ comment:

Appendix D-4 (Employer Evaluation Continued)

8. In general, the educators asked pertinent and relevant questions.

   yes_____ no_____ comment:

9. Taping and cameras were a hindrance on the tour.

   yes_____ no_____ comment:

10. As a result of the Career Guidance Institute visitation, I feel that the educator participants became more aware of:

	yes	no
a. product or services		
b. number of employees and wage scales		
c. kinds of tools and equipment used		
d. training necessary for various jobs and/or company advancement policies		
e. fringe benefits and equal opportunity employment		
f. the labor-management relationship		
g. the kinds of feelings expressed about co-workers and the company		
h. how workers at each level felt about the importance of their jobs		
i. how the lives of the workers at each level were affected by their jobs		
j. factual information about the jobs in the organization		
k. company policies and practices that affect the worker		
l. worker's feelings and lifestyle		
m. minority opportunities with the organization		

11. Do you feel that communication between the business/industry community and the educational community has been strengthened as a result of this visitation?

    yes_____ no_____ comment:

12. If you have suggestions or recommendations for improvement of our Career Guidance Institute, please share your ideas with us. (Your comments will be considered in planning future tours.)

_____

_____

Appendix E-1

SLIDE	AUTOMOBILE INDUSTRY OPPORTUNITIES SCRIPT
1 Graph- Employment Growth	Mechancis and repairmen are the skilled workers who keep our automobiles, airplanes, industrial machinery and similar equipment operating at peak efficiency. Mechanics and repairmen comprise one of the fastest growing occupational groups in our labor force.
2 Graph- Services	Nearly 3.2 million persons are employed as mechanics and repairmen. This represents 3 out of every 10 skilled workers. More than 1/3 of these are automobile, truck and bus mechanics, auto body repairmen, diesel mechanics, industrial machinery repairmen, motorcycle and snowmobile mechanics.
3 Unemployment Rates	Many mechanics acquire their basic training in vocational and technical schools. This training and experience helps young men prepare for these occupations. Employers look for applicants who have mechanical aptitude and manual dexterity.
4 Pack Rat	Many employers prefer people whose hobby or interest includes automobile repair, model building etc. A high school education is often required for employment.
5 Classroom	Employers also favor applicants who have had courses in blueprint reading, machine shop, and automobile mechanics. Generally applicants are required to be 18 years old and in good health.
6 Engine	Automotive maintenance and repair have several avenues of advancement. Some move into supervisory positions such as foreman or service managers. A substantial number of service men have opened their own shops.
7 Diagnostic Equipment	Job openings average more than 130,000 a year. Young persons who acquire a good basic education as well as thorough job training will be better prepared than other applicants who compete for the higher paying jobs.
8 Open Car Door	Career opportunities for high school graduates are more promising today than ever. If you have a diploma and are among the 50 percent of today's high school graduates who do not plan to attend college, you have many opportunities to embark on exciting, well-paying and satisfying careers.

Appendix E-1 (Continued)

SLIDE	AUTOMOBILE INDUSTRY OPPORTUNITIES SCRIPT
9 Engine	With training you can earn $10,000 or more a year with a chance to move up to managerial ranks. No business or industry has grown more consistently or rapidly. There are now 90 million cars, trucks, and buses that travel on our highways.
10 Avanti Door	According to the latest government statistics, employment of automobile mechanics has increased from approximately 650,000 in 1950 to 785,000 in 1966. In 1975 940,000 mechanics can expect to be employed. This is a 20 percent increase in less than 9 years.
11 Paint Shop	One of the many varied areas of interest in the automotive field is the auto body painter. He may be asked to repair old cars that have been in an accident. He must be able to prepare the metal by sanding, apply primer, and work with a spray gun.
12 Body Repair	An automotive body repair mechanic is a well paid and specialized trade. The body repair mechanic repairs automobiles that were damaged in accidents. He must know how to replace body hardware and trim, hammer out dents, etc. Repairing automobile bodies is a highly qualified and challenging job which can be worked into a supervisory position or a repair business of your own.
13 Chassis	A front end mechanic must troubleshoot and repair malfunctions in steering assembly, both power and manual. He does wheel balancing and also is able to do brake repair work.
14 Engine	A diagnostic mechanic is one of the new breed of highly trained men who must be able to use the latest test equipment to diagnose engine troubles.
15 Upolstery	Another specialized area is that of upolstery and glass specialist. Automotive upolsterers cut, fit, stretch and glue upolstery material and even create designs for customers.
16 Convertible	They also repair convertible tops, windows, and replace glass.

Appendix E-1 (Continued)

SLIDE	AUTOMOBILE INDUSTRY OPPORTUNITIES SCRIPT
17 Parts Department	Automotive parts and counter men are also well paid. This is a relatively clean and well-paying job. It takes an organized man to do this job. Record keeping is vital to the smooth operation of a parts department.
18 Mr. Feferman	When you become an experienced mechanic, opportunities for advancement are available. For example, you might be good with handling people and become a service manager. There are also opportunities to become a parts or accessories salesman or move up to manager or a service center of your own.
19 Woman	40 percent of the employees in the automotive area work in sales or in the office. A high School education is usually required.
20 Teletype	Typing ability is required to operate the teletype. Salaries for the office staff range from approximately $2.75 to $3.50 an hour. Salesmen can earn $18,000 to $25,000 a year.
21 Avanti	As you can see, there are many jobs in the mechanics area. Be careful, do not start your career aiming just for one job. First, learn how an automobile runs. This situation is like a student in medical school. You must learn the different parts of the body and how they work in relation to the whole. By the time you finish training, you will know the entire system. The message should come through loud and clear. A job in the automotive industry offers many good opportunities for the young person who wants to get ahead. It is easy to become a top notch automobile mechanic. Like any other occupation that is worthwhile, it will require time, effort, and training on your part.

Appendix E-2

SLIDE	COMMUNICATIONS AND MEDIA SCRIPT
1 Indiana Bell Office	Indiana Bell's new facility in South Bend was the industry toured to represent communications. Employees, if they meet company requirements, can move in any direction. The company insists on a minimum absenteeism.
2 Product Display	The industry's growth and change is portrayed in these new instruments available to John Q. Public.
3 Directories	In the lobby an additional service and convenience is provided for public use in the form of the out-of-town directories.
4 Cashier Service	Both male and female cashiers are available in the inner lobby to service customers quickly.
5 Customer Service	The customer service department, located in the St. Joseph Bank Building, has the responsibility for orders, new telephone service, selling telephone service, bill collection and public service.
6 Directory Assistance Operators	Directory Assistance Operators have a variety of working hours, including weekends and holidays. This is an entry level job which does not require a high school diploma but does require a friendly, pleasant personality, as well as speed and accuracy.
7 and 8 Switchboard	This is a shot of the old switchboard where all calls are personally handled by the operators. These toll services have not been computerized but are in the process of being phased out.
9 TS PS	TS PS is what this is called - that's Traffic Service - Position System. These consoles are replacing the old fashioned switchboard.
10 TS PS	Consoles are manned by long distance operators who service person-to-person, collect, credit card, emergency, and other special calls.
11 TS PS	Federal Regulations require calls must be answered within 2½ seconds and these operators must work at a 97% answer for a month.

Appendix E-2 (Continued)

SLIDE	COMMUNICATIONS AND MEDIA SCRIPT
12 TS PS	TS PS operators record on IBM cards toll charges and perform other special services as figured by the computerized consoles.
13 Console Training	Much time is involved in training personnel to be TS PS console operators. This is a special training console.
14 Console Training	Tapes stored in these cabinets are played by the training console to assist in the training process for new operators.
15 "Hobie"	This is the "Hobie" Room - or the Hotel Billing Service. Whenever long distance calls are placed from hotel, the Hotel switchboard can call in for charges immediately upon completion of the call. Though this room does not have to be manned, operators from TS PS can obtain the information from "Hobie" as needed.
16 New Operator Training	New Operators and directory assistants are trained here. This is an entry level job and an introduction to the company, its procedures, policies and opportunities.
17 Public Relations	The Public Relations Office was very gracious when they conducted our tour, showing us the facility and explaining the many and varied opportunities available with Indiana Bell.
18 South Bend Tribune	Another very useful and popular method of communication is the newspaper. As you can see, our tour of the media was the South Bend Tribune.
19 Accounts	The foundation of any industry is finances. Accounts payable and receivable are responsible for financial transactions of both the TV station and the newspaper. Only in this area are the two organizations linked - otherwise they are completely separate.
20 Retail Sales	One of the many job opportunities is that of artist in retail sales. He (the artist) helps customers develop designs and lay-out ads for newspaper advertising, if the total service is required. Many customer organizations employ their own artists and therefore do not need this service. Salesmen in this department should have retail experience or a college background and are paid a salary and commission.

Appendix E-2 (Continued)

SLIDE	COMMUNICATIONS AND MEDIA SCRIPT
21 News Room	The news room receptionist has varied responsibilities. She distributes the mail, meets anyone entering, etc.
22 News Room	The news room itself is the hub of the industry. Reporters are divided into 2 groups - the "beat area" and "general assignment". Much of the activity in this area is carried out at nights. The Tribune News Room is open and busy 24 hours a day since news is being made and reported all the time.
23 Reporters	Most of the reporters are journalism majors. Some have had experience on college newspapers. They also have an apprenticeship program for high school and college students interested in journalism. They offer journalism scholarships as well as scholorships to newspaper carriers.
24 Typing Service Reporters	Reporters who are out of town or who cannot get into the building to complete a story have a phone service and typists are employed to take these stories as they are called in. Typists must be efficient, capable of spelling correctly and have a background of English grammar.
25 Associated Wire Press	Associated Wire Press covers national and international news. These machines do not have to be manned at all times but provide print-outs of events the local newspaper may otherwise not have immediate access to.
26 Key Punch Operators	Key punch operators prepare the tapes fed into the computer which sets them up in newspaper form. The key punch operators must be flexible people, type 60 words a minute, and spell well. Many of the employees in this area are long-time employees who have been retrained to do the job.
27 Lay-Out	Lay-out men take the ads, stories and fillers and arrange them to create a page of newsprint. These are then photographed and the aluminum form for press use is created. Employees in this area also have to be flexible and able to do the job at hand.

Appendix E-2 (Continued)

SLIDE	COMMUNICATIONS AND MEDIA SCRIPT
28 Lay-Out	The process is done by cutting and pasting advertisements into place, followed by the photography and aluminum plate reproduction. In converting from the heavy old metal plates formerly used, less manpower has been needed - therefore, retraining for other skills have been given employees.
29 Presses	No newspaper can be published without the presses. These are continually threaded with newsprint and only the photographed aluminum plates need be changed for each edition. The press men have to keep the machinery in good repair at all times to ensure the efficiency of the publication process. Mechanical knowledge and ability are needed for this job.
30 Assembly	The newspaper is assembled automatically and transported by conveyor to the neighboring distribution room. Jobs here are not highly skilled or technical.
31 Distribution	Here the newspapers are bundled and labeled for carriers and distribution sites. Any supplements that need stuffing inside the paper are added to the bundle and the carriers attention is called to the bundle by the different color wrappers on the bundle.
32 Purchasing	Purchasing, classified ads and circulation are located on the ground floor where they are readily available to the public. Classified ads are divided into 2 groups - small private ads and larger accounts. Employees in these areas use accounting and typing skills in performing their jobs, as well as pleasant, pleasing personalities in meeting the public.

Appendix E-3

SLIDE	FINANCIAL AND CLERICAL SCRIPT
1 Mailroom	Are you considering a career in an office? Financial institutions offer a wide variety of office careers. One entry-level position is shown here in the mail-room at Associates. A high school diploma is recommended. Specific training is not as important as initative and good high school attendance.
2 Typist/ Secretary	Typists play a vital role in every business as demonstrated by this secretary at Valley Bank and Trust. Training for typing and shorthand is avail-able as part of high school education. This training is also available at business college and career centers following high school graduation. Nationally, beginning typists earn $115 to $120 weekly.
3 Circular Files	An orderly file system is often the key to an efficient office. File clerks are responsible for keeping records accurate and up to date. Good working con-ditions and the opportunity for advancement exist in many of the financial institutions in St. Joseph County.
4 Teller	Many people enjoy working with the public. This teller at Valley Bank and Trust, as well as being accurate and honest, must have a personality that presents a good image to the public. Some banks consider this an entry-level position; others prefer employees with previous experience in the bank.
5 Bookkeeper	Do you enjoy working with numbers? A bookkeeper at Valley Bank uses modern equipment and the knowledge gained from high school math and accounting to perform her duties. Nationally, 90% of the bookkeeping clerks are women.
6 Accountant	Accounting skills, such as these performed at Carleton, may require training beyond high school. Recorded in-formation must be intelligently interpreted to be of real value. Accountants receive training in this area as part of their college work.
7 Actuary	Why do young persons pay more for automobile insurance than older persons? How much should an insurance policy cost? Answers to these questions are provided by actuaries who design insurance policies and plans that can be maintained on a sound financial basis.

Appendix E-3 (Continued)

SLIDE	FINANCIAL AND CLERICAL SCRIPT
8 Actuary	To obtain a position as an actuary requires a minimum of a bachelor's degree with an emphasis on math, calculus, probability, statistics, business economics, insurance law and accounting.
9 Key Punch Operator	A key punch operator prepares data cards for use in Carleton's computer system.
10 Key Punch Operator	Key punch operators must receive special training in private or public schools such as the courses offered at South Bend Central Career Center, Elkhart Career Center, or Ivy Tech.
11 Key Punch Operators	These key punch operators at First Bank and Trust Company must have previous experience before being hired by the bank. Experienced operators can hope to earn approximately $125 to $130 per week.
12 Student Trainee	This student trainee at Associates Corporation of North America attends high school in the morning and learn on-the-job skills in the afternoon. This entry-level position requires excellent typing and shorthand. This is one route to a permanent position.
13 Check Sorter	Mechanical ability has become important in the office as automation is growing in both large and small companies. This machine rapidly sorts checks at First Bank and Trust Company.
14 Automation	Advancement in technology, such as shown in this series on computers, requires special training before employment. Beginning programmers nationally earn $8,500 to $9,000 per year. Experienced people in this field earn $11,500 plus, with managers receiving much more.
15 Automation	Continuing education in this field and many others is essential. Many companies, realizing that education is a life-long process, offer free or partial tuition to employees. This young lady could be either an operator or programmer.
16 Automation	Programming, operating, and maintaining equipment are all important functions in the field of automation. Television and telephones can play an important role in automation.

Appendix E-3 (Continued)

SLIDE	FINANCIAL AND CLERICAL SCRIPT
17 Computer Relay	Much of the equipment is very expensive. Companies look for honest employees that can be bonded. (That is, they do not have a serious police record) Security is essential since a loss of equipment or information stored on the equipment could result in a financial disaster for the employer.
18 Mrs. Wolfe	Are you looking for a career that offers advancement? Financial institutions offer positions in management for both men and women. Here Mary Lou Wolfe, Vice President at American National Bank, dictates to a student trainee. Mrs. Wolfe began her career as a co-op student trainee for John Adams High School.
19 Insurance Executive	The Insurance Department at Valley Bank and Trust is only one of the important departments behind the scenes offering challenging and rewarding careers. Banks offer a variety of services. Travel, trust, and mortgage loan are examples of departments requiring employees with detailed knowledge in their respective areas.
20 Public Relations	In the competitive banking industry, a good public relations person can make a vast difference. A college education with a background in journalism is desirable for this type of position.
21 Comptroller	The Comptroller in a bank is an executive officer generally responsible for all bank property. This position requires a college accounting background.
22 Vice President	This Vice President and Loan Officer at Valley Bank has among his responsibilities the recruiting of college graduates for trainee positions.
23 President	The President at Carleton Financial Computations and . . . .
24 Chairman of the Board	The Chairman of the Board at Valley Bank are examples of executive positions requiring education beyond high school and many years of experience.
25 Gold Coins	We close our presentation on financial institutions with money. This display of gold coins is being shown at the American National Bank.

Appendix E-4

SLIDE	HEALTH SERVICES SCRIPT
1 St. Joseph's Hospital	Hospitals offer a large variety of career opportunities. One of the first requirements for working in a hospital is to have a genuine concern for people.
2 New Wing	Among those careers housed within St. Joseph's Hospital are skilled workers, technicians, therapists, and clerical workers. This "city within a city" employs approximately 850 people.
3 Nurses Station	Let's begin with nursing services which employ the majority of hospital workers.
4 Ward Secretary	An important part of the nursing team is the Ward Secretary. In addition to relieving the nurses of some of the clerical duties, Judy is responsible for monitoring the mini-switchboard where she can talk to patients on the inter-com and within seconds find out what the patient wants and have a nurse on the way. Judy is a high school graduate and has had three weeks of in-service training.
5 Nursing Assistant	If you like direct patient contact, a job as a nursing assistant may be for you. Many nursing assistants go on to become licensed practical nurses by obtaining an additional year of training. A special course in pharmacology enables LPN's to administer medications.
6 Registered Nurse	If you like to make decisions and are willing to go to school a little longer, you might enjoy being a registered nurse. Indiana has two-, three-, and four-year programs available leading to this license.
7 Male Nurse	Anyone working in nursing services can expect to work nights, weekends, and holidays.
8 Operating Room Technician	One nursing service specialization is an operating room technician. This person's twelve months of education qualifies him or her to assist the surgeon in the operating room.

Appendix E-4 (Continued)

SLIDE	HEALTH SERVICES SCRIPT
9 Assistant Director of Nursing	Additional leadership positions in nursing are head nurse and assistant director of nursing. These people do such things as schedule staff, plan the budget, and supervise and evaluate employees under their direction.
10 Respiratory Therapist	Another area in the hospital is that of physical medicine. Joe, a respiratory therapist, says that only an emotionally mature person can cope with the life and death situations that he meets every day. He tests, diagnoses, administers oxygen to, and rehabilitates patients with heart and lung problems.
11 Physical Therapist	The physical therapist helps patients strengthen their muscles and re-learn to walk. His rewards come from seeing his patients improve steadily.
12 Loom	The two other therapies are speech and occupational, both of which help stroke patients re-learn fine muscle skills.
13 and 14 Sister Julie Dr. Smith	A radiologist, as well as other hospital employees, can expect to work some nights and weekends. Sister Julie takes the X-ray that Dr. Smith is viewing.
15 Pharmacist	Five years of college are required to become a registered pharmacist. A pharmacist must be able to type as well as to dispense the proper medication.
16 and 17 Blood Bank & Chemistry Worker	With a chemistry background, you can become a blood bank technician or a blood chemistry technician.
18 Emergency Room	Life is never dull for Suzy who is in constant touch with paramedics and the ambulance drivers. She connects the emergency room doctor with the paramedic on the scene.
19 Male Nurse	This male nurse has specialized in emergency room procedures.

Appendix E-4 (Continued)

SLIDE	HEALTH SERVICES SCRIPT
20 Emergency Room Secretary	Sharon's smile can put an anxious parent at ease when an injured child is admitted to the emergency room. Her job is to record all the necessary information about the patients coming into the emergency room. The outpatient ward is located next to the emergency room where similar activities are taking place.
21 Dietician	Food services are vital to patients staying overnight. The dietician, with a B. S. degree in food and nutrition, makes up menus for patients on special diets.
22 Food Cart	Taking trays to and from the patients is this food service worker's job.
23 Silverware	Returning trays are washed and sterilized in automatic dishwashers run by unskilled workers.
24 Supplies Department	No hospital could operate without some behind-the-scenes people. Sterilizing of operating room supplies is done by hospital trained workers.
25 Patient Machine Technician	Knowing medical language is necessary for the Assistant Materials Director. He works in the Central Services Department too and repairs machines used in the treatment of patients.
27 Carpenter	Did you know that hospitals employ carpenters, plumbers, and electricians? Even though these workers are already skilled, some on-the-job training in a hospital is necessary.
28 Laundry Worker	Rather than sending it out, hospitals hire workers to do their own laundry.
29 Security Guard	Security people are used throughout the building. The emergency room utilizes its own 24-hour security guard.

Appendix E-4 (Continued)

SLIDE	HEALTH SERVICES SCRIPT
30 Switchboard Operator	The hospital employs many different kinds of clerical workers. The switchboard operator,
31 Scheduling Clerk	someone to schedule the employee's working hours,
32 Receptionist	the receptionist, and
33 Admissions Secretary	the admissions secretary.
34 Computer	Some of these jobs require skills in computer work, but most of them rely on typing and filing skills.
35 Medical Education Secretary	Mrs. Carr helps the patients understand their illnesses as well as helps new hospital employees learn about the hospital. Her title is Medical Education Secretary.
36 Medical Records Department	Mary works in the medical records department. People working in this department provide medical records requested by doctors, attorneys, and insurance companies. As in other departments, additional training is required for advancement.
37 Print Shop	The hospital has its own print shop. Kathy is photocopying some material that has been requested.
38 Priest	The priest is part of the pastoral care department. He must have clinical education as well as seminary training. Father combines a sense of humor with an ability to comfort and listen in times of crises.
39 Personnel Director	Tom Swindeman, the Personnel Director, is responsible for hiring all of the workers in the hospital. He looks for positive personality traits as well as educational background when he is hiring someone. There are other administrative jobs as well.

Appendix E-4 (Continued)

SLIDE	HEALTH SERVICES SCRIPT
40 Volunteer	Important jobs are also done by volunteers. They staff the gift shop, deliver the mail, bring books and magazines to patients, and otherwise aid in patient comfort.
41 View of Hospital	Health careers are not for everyone. But if you enjoy working with people, can put others' welfare ahead of your own, and can deal with day to day pressure, then you might investigate the growing field of health services.

Appendix E-5

SLIDE	PRODUCTION & ASSEMBLY SCRIPT
	What you have just heard are the sounds of a production and assembly plant in operation. We recorded these sounds on our tour of RACO Corp., one of the major production and assembly plants in the area. Others we will report on include Bendix, Torrington, and South Bend Lathe.
1 South Bend Lathe	You are entering one of the production and assembly plants--South Bend Lathe. South Bend Lathe was the only place we could take slides. The other companies preferred we not take slides. We will be relating information concerning Bendix, RACO, and Torrington as we view South Bend Lathe slides.
2 Metal Lathe	South Bend Lathe manufactures precision tools including metal lathes, spindle drills, power presses, etc.
3 Bendix Corporation	Bendix Corporation consists of three divisions in South Bend: 1) Energy Controls, 2) Brake and Steering, 3) Automotive after-market. The missle design and assembly plant is located in Mishawaka.
4 Torrington	Torrington is one of the world's major producers of all types of anti-friction bearings. Bearings are manufacured in five plants in this county and at four other plants located in Canada, England, and Germany. Examples of the users of Torrington bearings include the petroleum, steel, paper, construction and strip-mining industries.
5 RACO	RACO is a producer of electrical fittings and steel boxes and covers for homes and buildings. They have one of the largest plating installations in Indiana.
6 Salesman Demonstrating Lathe	The work force of the plants could be divided into 3 major areas: 1) Management and Sales
7 Office	2) Clerical and Secretarial
8 Semi-Skilled and Non-Skilled	3) Plant Area-Skilled, Semi-Skilled and/or Nonskilled workers. Bendix and RACO employees have a wide range of skills from the unskilled to highly trained journeymen.

Appendix E-5 (Continued)

SLIDE	PRODUCTION & ASSEMBLY SCRIPT
9 Machine Tool	Torrington is a precision-type industry making custom-made bearings; therefore, workers are highly skilled. Skills needed to perform the jobs include: 1) Ability to read blueprints and micrometer to set up machine, 2) Math skills, 3) Engineering and electrical background helpful to Torrington employees. Torrington currently looking for skilled workers that have four years of apprenticeship or eight years in the trade. 4) Hand and eye coordination is important at RACO.
10 Circuit Board	Some machines at South Bend Lathe and a few at Torrington are automated. The worker must set up the machine to perform the necessary job and the machine then works automatically. At RACO, however, many of the tasks are performed by hand.
11 Spindle Drill	Here is an automated spindle drill that is currently being used at South Bend Lathe.
12 Worker	The work force in the plant at South Bend Lathe averages around the age of 50. This indicated a need for young people to start to be filtered into the various jobs. This would offset a shortage when present staff reaches retirement age. Workers must purchase own tools which may be a $300 - $400 investment so young people must be serious about going into the trade. Turnover is low at most plants--South Bend Lathe is only 3 to 4% and they hire about 12 to 15 a year.
13 Tour Guide	You will find women employed in the factories at these plants. At Torrington about 40 women are employed--mostly in inspection jobs. RACO had a large number of women employed. Many workers take pride in their jobs and are content and enjoy their work like our tour guide at South Bend Lathe.
14 Workers	At RACO 5 or 6 employees talked to the members of the tour at the conference session. The workers indicated that they were happy and enjoyed their jobs. Although many jobs seemed to be repetitive and monotonous to some of us, the workers looked upon them as a challenge to turn out as many products as possible in a day. Most of them would set goals for themselves.

Appendix E-5 (Continued)

SLIDE PRODUCTION & ASSEMBLY SCRIPT

This concludes our look at the production and assembly plants. This has been a rather brief overview. Employers are looking for young people who have a desire and willingness to work, who have a positive attitude, and who are punctual and regular in attendance.

Appendix E-6

SLIDE	HOSPITALITY AND INNKEEPING SCRIPT
	While viewing the slides on "Hospitaliy and Innkeeping", an objective to keep in mind might be: to become aware of the job opportunities available at the University of Notre Dame and the Ramada Inn. As a pretest try to list the jobs and coinciding salaries available at these two businesses. Check yourself, afterward, modifying your answers and adding to them.
1 Hospitality & Innkeeping	"Hospitality and Innkeeping" is an occupational area which offers variety. It includes food service and all other aspects of the hotel-motel business. Thousands of people are employed in this area world-wide. In an ever faster-paced and more mobile America, this is an essential and growing field.
2 Notre Dame	The University of Notre Dame is a small "city" in itself. A variety of services are provided for the thousands of students making this their temporary home. Food service, housing and maintenance, and safety are three areas in which services must be provided.
3 Generating Plant	Operation of a generating plant is essential to Notre Dame.
4 Worker at Oven	A high school diploma and mechanical aptitude are necessary for this job. On the job training is given.
5 Technician	Those individuals interested in electronics may find a desirable occupation in the computerized operation of the generating plant. High school graduation and training at a vocational school are required. RETS Technical College is one such school in South Bend, offering a two-year program in electronics. Notre Dame also offers a training program through their power plant. This is a one year correspondence course for which the University would pay.

Appendix E-o (Continued)

SLIDE	HOSPITALITY AND INNKEEPING SCRIPT
o Power Plant Worker	Continual operation of the plant is needed, so employees work a forty hour week and rotate shifts from time to time. A $4.00 per hour starting salary is typical for positions in the power plant. About fifteen employees work in Notre Dame's plant.
7 Campus Policeman	A community must provide for the protection of its residents. Campus police perform this important function at Notre Dame. "Personable and able to deal with people" describe the person Notre Dame looks for to fill approximately fifty security positions. Again, continuous coverage is necessary - so security guards are expected to work weekends and evenings. The shifts are rotated. An enjoyable aspect of this job is the covering of extra-curricular events, such as athletic activities.
8 Woman Security	With their increasing female population, the University has found it desirable to employ women in their security division. This particular security guard obtained a degree in Police Administration from Indiana University. A degree is not necessary, however. Training is offered by Notre Dame, with trainees also taking classes at the South Bend Police Academy. Starting pay for security guards is $3.50 per hour.
9 Food Service	Providing appetizing meals for a variety of students is a challenging task. There is an increasing demand for food-service managers to be college graduates in food administration or hotel-motel management. Managers may expect to earn between $11,000 and $14,000 per year. Supervisors make between $5,500 and $7,500 a year and receive on-the-job training with continual education in supervision.
10 Cooks	No special training is expected of cooks and bakers. This training is provided on the job. These people are paid between $2.50 and $4.00 per hour.
11 Food Service Worker	Attendents, such as this one, may expect to make between $2.25 and $2.75 an hour.

Appendix E-6 (Continued)

SLIDE	HOSPITALITY AND INNKEEPING SCRIPT
12 Dining Room	Food service open to the public is also provided at Notre Dame.
13 Cashier	Those employees involved with food service work a 6:30 to 2:30 or 11:00 to 7:30 shift, including weekends, to meet the needs of hungry stomachs.
14 Ramada Inn	The Ramada Inn presents an enjoyable atmosphere to out-of-town guests and local residents. The services a customer may purchase there are food service and housekeeping. Efficient management and bookkeeping are necessary for the smooth operation of the Ramada Inn.
15 Desk Clerk Customer	Customer satisfaction is important in any business. The first impression at a motel is often given by it's desk clerk. Requiring no special training, this job does demand a pleasant and personable individual. In addition to this, a high school diploma and some clerical skills are helpful, but not necessary. The pay for this position is about $2.25 an hour or more with experience.
16 Assistant Manager	The assistant manager is a "jack-of-all-trades" in the hotel business. This person must be sure all jobs are covered on any shift, and they should be aware of what is involved with the job. Hiring, firing, and training of employees would also be their responsibility. A degree in hotel management is becoming more necessary. This person may earn up to $11,000 a year.
17 Manager's Office	Full responsibility for operating the Ramada Inn belongs to the manager. This job requires a person with a degree in hotel management, who likes people, and is willing to work long hours and on weekends. Hotel managers may expect to make 15 to 18 thousand dollars a year, depending on the organization for which they work. Degrees in hotel management may be obtained from such schools as Purdue University, Michigan State University, or Cornell University.

Appendix E-6 (Continued)

SLIDE	HOSPITALITY AND INNKEEPING SCRIPT
18 Office Manager	Those people with interests and abilities in bookkeeping and accounting might enjoy a position as a clerk or front office manager. A clerk would receive a beginning salary of $2.25 an hour, while a front office manager might expect to make $10,000 a year. Employees with these jobs would be given training on the job.
19 Table	Cleanliness is a must for hotels and motels. Maids are needed to clean rooms such as this conference room, which adjoins regular sleeping quarters. Receiving on-the-job training maids begin working for $2.25. They are expected to do some weekend work.
20 Laundry	Another housekeeping task is attended to in Ramada Inn's own laundry room.
21 Laundry	The people working in this area make between $2.25 and $3.00 per hour. They, also, require no special training.
22 Dining Room	The food service and entertainment offered by Ramada Inn attract South Bend area residents as well as the out-of-town guests.
23 Luncheon Table	Hostesses and waitresses may work in a regular dining room situation or for special luncheon or dinner meetings.
24 Waitress	A waitress earns $1.35 to $2.00 an hour. They also receive 15% gratuities for working special group meals plus their regular tips. Union membership for waitresses is becoming more widespread. Waitresses at Ramada Inn, as well as all other hourly employees, are covered by a union contract.
25 Waitresses	Being a waitress is a physically demanding job. One must often possess a cool disposition, also. If you like working with people, this may be an enjoyable job for you. No special training is required. A new waitress is assigned to "follow" another waitress for two to three days to learn her job.

Appendix E-6 (Continued)

SLIDE	HOSPITALITY AND INNKEEPING SCRIPT
26 Chef	A chef is considered a department head at the Ramada Inn. His knowledge is used in planning menus, preparing meals, ordering supplies, and generally covering the bases. A degree in Culinary Arts is required for this particular chef. Again, this may be obtained at either Purdue University, Michigan State University, or Cornell University. This position pays upward from $1,000 per month. Cooks are another job classification. They receive on-the-job training and may make $4.00 an hour as a beginning cook.
27 Charlie Brown	Now that you are aware of some of the jobs available, ask yourself the following questions: Do you enjoy working with people? Do you have an aptitude for business, math, or electronics? Are you interested in food-service? Do you have a pleasant personality? Perhaps if you answered "yes" to some of these questions, you will pursue a satisfying occupation in the field of Hospitality and Innkeeping!

Appendix E-7

SLIDE	PRECISION MANUFACTURING SCRIPT
1	
2	
3 Drawing	What should I do to earn my living? Be a draftsman, engineer, teacher, movie manager, chef, salesman, or . . . .? Do I need a college education or can I combine some training with my job?
4 Football Quarterback	Everyone has their fantasies about jobs, but someday soon each has to make a down-to-earth choice.
5 Career Opportunities	Allow us to introduce you to the opportunities in a growing and prestigeous occupation.
6 Chart	It is important to know that professional and technical workers enjoy an extremely low rate of unemployment. In addition, their skills enable them to move from job-to-job as well as to various areas of the country.
7 Garvey Pattern	Within the South Bend area, there are many machine companies. Garvey Pattern . . . .
8 Martin Machine	Martin Machine, Parrish, Penz, ...
9 Office	and in the yellow pages you will find over 50 more local machine companies. Some of these industries have branch plants in various parts of the country.
10 Safety Signs	Every employer must comply with OSHA's safety regulations.
11 Safety Sign	These safety measures are foremost for the protection of the workers - especially for the eyes and hands.
12 Stamping Press	Today, safety regulations require the operator of this press to wear automatic shackles.

Appendix E-7 (Continued)

SLIDE	PRECISION MANUFACTURING SCRIPT
13 CRIB	As an apprentice, workers are allowed use of the company's tools.
14 Worker	Some employers hire prospective workers while they are still attending high school. They are usually positioned in the tool-crib to enable them to learn the various tools needed for machining operations. Some industrial co-operative training students have advanced from the crib to operating machines.
15 Blueprints	All products begin as an idea. These ideas must be transferred to a meaningful code through blueprints.
16 Blueprints	Mechanical engineers produce detailed designs, which all machinists need to read and understand.
17 Blueprints	Eash step of the machining process must have detailed drawings which a machinist develops into a three-dimensional pattern.
18 Marble Top Table	Balanced marble-top tables enable machinists to perform precision measuring.
19 Worker's Work Area	Each individual area is equipped with special tools, controlled self-lightening, and a dust control system. These factors all add to the comfort of the employee.
20 Worker	Heavy materials are lifted by an overhead monorail crane system and locked into place.
21 Worker	Once the material is on the table, adjustments and shifting are easily done by moving belts and tail-stock hand wheels. Seldom does a man or woman have to lift anything over 40 pounds.
22 Worker in White Shirt	Clean work areas enable employees to wear casual clothes, even white dress shirts - but no ties!

Appendix E-7 (Continued)

SLIDE	PRECISION MANUFACTURING SCRIPT
23 Worker	Here a pattern, first built in mahogany, is being copied in steel. Then, this automotive transmission casing will be cast for forms to be used in a foundry.
24 Machine	A wide range of tolerance settings enables precision to one ten-thousandths of an inch.
25 Metal Lathe	Industrial metal lathes operate on the same principles as those found in your school's metal shop.
26 Blueprints	Many people are surprised to learn that all metal musical instruments originate as a blueprint; and then follow the same steps as an automotive product.
27 Saxophone	Workers become highly skilled in wood, plastics, and metals. This alto saxophone is constructed of brass.
28 Worker	An electrically-controlled feed box automatically situates large, heavy pieces for this vertical boring machine.
29 Worker	Drilling results in small and dangerous steel shavings. These are removed by forced air and picked up by a vacuum system.
30 Welder	Shops dealing more with a manufacturing product and tool repair often require welding.
31 Drill Press	A few companies encourage co-operative training students to work part-time; as this student does at a drill press.
32 Worker	Journeymen are allowed a flexible schedule of work, but are required to complete tooling assignments by a given date.
33 Foreman	This young man has advanced to the position of foreman by experience and night instruction at a local college.
34 Molding Machine	He now controls the mixtures for this sophosticated foam-plastics machine.
35 Plastic Products	All these molded plastics of various sizes and colors were made in one plant. They vary from ventilated truck doors to casings for vacuum sweepers.

Appendix E-7 (Continued)

SLIDE	PRECISION MANUFACTURING SCRIPT
36 Overhead Assembly Line	Some tooling companies find it more economical to produce a complete article instead of one part. They then develop a production line to move materials at a steady pace.
37 Dip Painting	Some jobs are mechanically done - as this dip painting process.
38 Compressor	Products range from a garden tractor snow-blade to large compressors. This compressor has simplified the job of roofing buildings. The tar is heated and then can be pumped to a height of five stories.
39 Tape Cartridge	Big companies sub-contract tooling shops for special parts. Do you recognize this tape cartridge?
40 Math Books	Applicants are chosen from those having a strong mathematical background. Usually three years of high school math are required.
41 Classroom	In addition, industrial arts classes help to acquaint future workers to tools and skills.
42 Tour Members	While gaining on-the-job experience, an apprentice must accumulate 735 work hours in classroom training, before becoming a journeyman.
43 Newspaper Ads	In the St. Joseph county area, an additional 56 tool & die makers are needed each year. At present, there are approximately only one-third of this number in a work training program.
44 Salary Information	What kind of salary can I expect to Make???
45 Graph	The U. S. Bureau of Labor ranks tool & die makers seventh in life-time earnings.
46 Graph	Tool & die makers lead the skilled workers in year-round employment.
47 Cartoon	Now, we'll try to field any questions!!!
48	

Appendix E-8

SLIDE	RETAIL SCRIPT
1 "Retail Merchandising"	"Retail", the sale of goods in small quantity as opposed to wholesale.
2 Robertson's	Can you guess the local retailer who started selling their wares at this downtown location?
3 Robertson's	If you guessed Robertson's in our new downtown River Bend Plaza, you are correct.
4 L. S. Ayres	A newer concept is the shopping mall in suburbia. One of the larger stores in the Scottsdale Mall is L. S. Ayres, one of six franchised stores, based in Indianapolis. These retailers offer many types of job opportunities such as artist, cook, carpenter, marker, security officer, truck driver, and some twenty other jobs.
5 Manager	When considering these jobs, where better to begin than at the top? The store manager is really a jack-of-trades. This position requires special leadership abilities in merchandising, creativity, and personnel management. If one is part of a large chain of stores, he must be mobile and willing to move to one of their other stores, if asked.
6 Personnel Director	Other top level positions include a personnel director in charge of hiring all employees. Full employment for these retail stores could vary from 100 - 650 employees depending on economic conditions. These managerial positions are often filled by college graduates in business administration or marketing.
7 Personnel Trainer	In this training room, all in-coming sales employees are schooled in the sales experience. The personnel trainer has a high school diploma. Such a position requires an individual who has training skills and who is pleasant, friendly, and able to create a family atmosphere.
8 Secretary	Most office work in retailing requires a high school education with skills in typing and dictating. Like this secretary to the personnel director, they must also be able to deal with the public.

Appendix E-8 (Continued)

SLIDE	RETAIL SCRIPT
9 Woman Checking Accounts	Some office work done behind the scenes requires ladies to check accounts and balances . . . .
10 Woman	. . . . not to mention credit checking as to whether credit cards are being used by authorized card holders. These women work part-time or full-time. They require on-the-job training for efficiency and accuracy.
11 Receptionist	This receptionist and switchboard operator needs no special education but a pleasant personality for meeting the public, whether in person or over the phone, is very important. Her answers leave lasting impressions of her employer.
12 Worker	On-the-job training can prepare this high school graduate for this important, although routine, job for every retailer -- sending out statements. These monthly statements must supplement the over-the-counter cash sales.
13 Time Clock	Most of the jobs described are ones that require an hourly wage. Punching the time-clock assures punctuality, good attendance, and makes no distinction between union or non-union employees. The high school graduate starts at the minimum wage with increments each year, as well as promotions. Many start at the bottom and work their way up.
14 Ivy Room	Some specialized departments within the retail outlet demand managers who work on a commission basis. Personal qualities for such managers include having knowledge of marketing trends, the ability to organize merchandise and personnel, as well as being well-groomed and poised.
15 Saleswoman	Sales in a specialized department depend not only on outstanding supervisors who travel the world seeking out merchandise, but also on dedicated and enthusiastic salespersons like this lady showing a new fashion.

Appendix E-8 (Continued)

SLIDE	RETAIL SCRIPT
16 Hair Stylist	A speciality shop within the retail store, has a definite purpose. It draws in certain clientele, makes shopping attractive, and more convenient. This beauty salon offers opportunities for both men and women who have a diploma from a high school and a state licensed school which includes a six-month apprenticeship program.
17 Shoe Department	Like the beauty salon, the shoe department is also a franchise. A position within this department demands excellent use of sales skills and the ability to meet the public.
18 Cosmetic Department	Another service, speciality area within the retail store is the cosmetic department. This lady is actually commissioned by one of the nationally known cosmetic firms which is responsible for her training so that she is able to promote and demonstrate their cosmetics and the most recent beauty trends.
19 Hostess	Another feature of many retail stores is food services. This hostess needs no special training, but a pleasant and pleasing personality is a necessity . . . .
20 Hostess Seating Guests	. . . . as well as the ability to handle the impatient shopper.
21 Waitress	No high school diploma is necessary for the waitress, however, she needs a good memory and math skills. Helping her behind the scenes would be the bus boy, dishwasher, cook, and chef.
22 Gift Wrap Department	The busy shopper seeks out another service area, Gift Wrap, where her purchases are quickly and attractively wrapped by one who has received on-the-job training and requires no high school diploma. Creativity and dexterity are needed qualities.
23 Art Display	Retail stores often accommodate non-profit public service projects such as this art display by local junior and senior high school students.

Appendix E-8 (Continued)

SLIDE	RETAIL SCRIPT
24 Worker	Other practical services include alterations. These areas of the store are often under union control and paid an hourly wage.
25 Woman at Sewing Machine	A high school diploma is not necessary, ...
26 Woman at Sewing Machine	but the ability to sew is, of course, a necessary requirement along with a willingness to learn new things.
27 Checking Clothes	Do you ever wonder how or when merchandise is marked? Nothing appears on the sales floor unless it has first been checked in . . . .
28 Woman Checking Boxes	. . . . and marked as merchandise and inventory of that particular retailer.
29 Woman	Every single item must be tagged . . . .
30 Woman Boxing Items	or boxed. This merchandise marking is imperative and requires on-the-job training.
31 Dresses on Rack	There are two methods of marking. That just shown -- markers right on the spot and premarked. Retailers which are part of a large chain, have their merchandise arrive already tagged ready to be placed on the sales floor.
32 Porter	Retail stores are in dire need of dependable, industrious, self-direct maintainance personnel. These characteristics are all that is required of this employee. Skilled craftsmen like electricians and carpenters are also employed by the retailer to supplement this porter's duties.
33 Woman Organizing Inventory	Larger retail stores have complete display departments for those trained in design and decor. However, smaller stores leave department displays to the sales personnel where they are free to create, design, organize and reorganize their inventory.

Appendix E-8 (Continued)

SLIDE	RETAIL SCRIPT
34 China Department	In conclusion, the retailer offers a multitude of job opportunities for the skilled and unskilled, the union and non-union member, as well as the non-high school, high school, and college graduate. The next time you shop in one of the local retail stores, remember all the behind the scenes personnel that work to make your shopping convenient.
35	

Appendix E-9

SLIDE	UTILITY SCRIPT
1 Substation	Because of inclement weather most of the slides are of the Dumont Substation at Lakeville, but I will try to elaborate on other job areas also.
2 Worker	A variety of tasks are performed by substation workers including everything from the actual construction of the substation to the daily maintenance and operation.
3 Worker	Education equivalent to a high school diploma, good physical health and a certain mechanical ability qualify a person for the duties required of entry level substation workers.
4 Equipment	Pay ranges from $4.39 to $6.44 per hour for the various levels of substation workers. Satisfactory performance on the job will qualify a person to move from one pay scale to the next. Necessary training for each step is acquired on the job and takes from six months to 2 years.
5 Equipment	Though most substation positions are entry-type jobs, the specificty of some functions requires schooling beyond high school.
6 Engineer	Engineering technicians require two years of electrical engineering in the power field. Schools in the area offering this training are Valpo Tech, Purdue, Tri-State, Western Michigan just to name a few. Pay scales for Engineering Technicians run from $4.26 to $5.88
7 Engineers	A 4 year engineering degree is required of those overseeing the operation of the Substation.
8 Drafting	Also some positions are open to persons who have had drafting in high school or have taken a six month post high school course. Pay scales for that classification range upward from $3.24.
9 Equipment	Keeping records and inventories of material, ordering new stock and issuing material necessary for daily operations are duties performed by the stores department. Pay scales run from $3.14 to $5.38.

Appendix E-9 (Continued)

SLIDE	UTILITY SCRIPT
10 Lineman	The line department offers entry level jobs again requiring an equivalent to a high school diploma, good physical health and stamina, just as for the substation worker. The pay scale is also the same as substation workers.
11 Lineman	Opportunities for advancement are dependent on a minimum training period of from six months to 2 years in each job category.
12 Lineman	Turnover rate is low at I & M and length of employment is high which implies that worker satisfaction due for the most part to pay scales, benefits and general working conditions is good. Must utility workers I know also take great pride in their jobs because they feel it is an important contribution to society.